



Pro

kb's corner

Dream Job

By Kathy Brennan
Eastern Division CEO

What does it mean when you find a job that marries your lifelong passion for snowsports with a lifetime of experience working with for-profit and not-for-profit organizations -- it means you've found your Dream Job. And that is just what I did when I was named the new CEO of the Eastern Division of PSIA-AASI.



One of the reasons I believe I'm well suited to this position is because of my deep understanding of our members and programs. I have been the part-timer and full-timer, the trainer and director, the examiner and coach. I've been the student and the professional. I've taught skiers, riders, and telemarkers. I can relate to your passion for, and commitment to, our profession and organization, and I'm always looking for ways to engage more people in our community.

Like many of you reading this, I began teaching skiing in high school. Juggling my desire to be on the hill with my school commitments. I spent my time with the 4- and 5-year-olds in Tony's Tigers at Blandford Ski Area. In college, it was a challenge to get to the hill to teach, so I had a part-time job working for a ski shop. It was great to learn the ins and outs of the equipment, and I enjoyed using my understanding of the sport to set up my customers for success.

After college, I was plunged into the "real world", but quickly found myself back in a part-time teaching role. I learned that if I didn't have the commitment to be on the hill, it was so easy to wake up on Saturday morning and make the excuse it was too cold, icy, busy, or I was just too tired and deserved a break. Once on the hill, I felt the air, the snow, the chill, and the enthusiasm of my students, I was revived and grateful I was there. It didn't matter I was working seven days a week, it never felt like a job.

Initially, I taught at Wachusett, where seemingly thousands of students helped me to master the beginner lesson. With Kathy Chandler's encouragement I earned my Level II. Later, I moved to Loon Mountain, where I was inspired by Matt and Jeb Boyd, Peter Weber, Lisa Segal and others. I was lucky to be surrounded by so much talent. As a part-timer, I was convinced that Level III was out of reach, there was simply not enough time to be on snow to hone my skills. However, with their encouragement, I didn't miss a day, I was out first chair to last, sought out training opportunities like Pro Jam, watched videos to practice my Movement Analysis skills, and read and reread every manual, book, and article I could find. It paid off and I earned my Level III.

For a while the shine on my gold pin was enough, but eventually I missed having a "carrot" out front to keep pushing my skiing and teaching skills higher. My trainers and I decided I should take a shot at Dev Team. It seemed an impossibility as a part-timer, in fact, when I went to a Dev Team prep, I was even asked why I was there because I was "only" part-time. Undaunted, I decided to give it a try, after-all I had nothing to lose. Amazingly I made the team.

My experiences on Dev Team, the Examiner Training Squad (ETS), and three Eastern Teams were the best of my career. In order to represent myself and our organization proudly, it was more important than ever that I continue to push my skills. I traveled to train in the summer at Mt. Hood and later in Portillo. I attended National Academies. I used every vacation day, weekend, and holiday to be on the hill. It was hard work, and a big financial, emotional, time and energy commitment, but it was well worth it. Further, it was not just my commitment, it demanded the support of my family and friends, which was trying at times.

Ultimately, I switched from being a part-timer to a full-timer in the Snowsports industry. As the Technical Director at Waterville Valley, an Examiner, and Development Team Coach, I skied and trained more than 100 days each season. Finally, as a full-timer I had all the time I wanted to be on snow, but I had to deal with the new challenge

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PSIA-AASI E Area Rep Program Honors Long-Serving Volunteers

By Joan Heaton
Area Rep Coordinator

PPSIA-AASI Eastern Division Area Rep Program proudly honors long-serving Area Reps. This 2021-2022 season, the 10-Year Service Recognition Award will be presented to six recipients at the Snowsports Management Seminar Banquet, Tues. Nov. 30th at Mount Snow. This certificate, in an attractive binder, will recognize the loyal, diligent, and professional accomplishments of these dedicated Area Reps.

- | | |
|--------------------|----------------------|
| John Grabowski | Hidden Valley, PA |
| Alexander Halachis | Ski Ward, MA |
| Gina Lancaster | Suicide Six, VT |
| David Lindahl | TASC for Teens, VA |
| Tom Liptak | Buffalo Ski Club, NY |
| Jane Moyer | Blue Mountain, PA |

Our Area Reps serve our members as important and dedicated liaisons for our snowsports schools and as sounding boards for providing valuable input and ideas to our Eastern Board of Directors.

Since the inception of the program in the 1998-1999 season, our program serves approximately 132 snowsports schools around the Eastern Division. Because the Reps are 'right there' at their mountains, the Area Reps serve as easy access representatives for the mountains and PSIA-AASI Eastern Division. This easy access to members is especially beneficial to those who are looking for immediate answers and representation. The program serves as a direct connection for PSIA-AASI information.

It is our pleasure to honor these responsible and passionate Area Reps!!

Check to see who your Area Rep is for your snowsports school. If possible, volunteer for the position. Questions? Contact jeheaton@optonline.net. **«**

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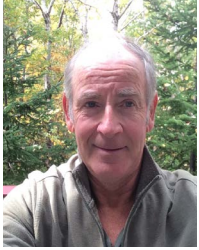
view from the chair

PETER HOWARD

Board Chair Report

By Peter Howard

PSIA-E Examiner, Eastern Board Chair



A long time ago I was asked to try out for a place on the ski school. Little did I know it would become some of my life's work and that I was joining a most noble profession. Some would see

us as lifeguards and on snow child care workers, but we are much more than that. We are part of a chain that reaches back to the European alps where people first tried to teach others to enjoy skiing.

Some of these teachers fled the horrors of WW2 and brought to America the infant seeds of our business. Their passion, prowess, and personalities are legends. Free Style, snowboards, shaped skis and all kinds of ways for everyone to enjoy snow and the winter now exist and we are all better for it.

Whether you teach children, adults, novices or experts, we teach how to fly without wings. We change lives, and bring needed escape from the complexities of a troubled world. We give children pride and educate them that there are consequences to actions. The life lessons learned, and the impact we have we may not know, but know you are a proud link in a long chain.

As I watch YouTube movies and see the incredible things snow sports athletes do, I wonder what is left to try, to jump, to fly off. Perhaps the answer is to reach those that haven't had the opportunities we've all had.

It may seem this organization moves rather slowly and things stay pretty much the same. Well, we have a new CEO, a significantly smaller and skilled Board of Directors and a new Board Chair. Most of us still go to "Line Up". We teach and live the member experience. One of the past presidents of PSIA-AASI asked the challenging question, "Will the member at lineup notice the difference?" I am

very hopeful that members will indeed notice a difference.

The Eastern region of PSIA was left in good financial stead by past CEO Michael Mendrick and past Board Chair Ross Boisvert. That is particularly impressive given the Covid challenges faced by everyone over the last couple seasons.

I am particularly inspired by our new CEO. I have known Kathy Brennan for many years but I did not know that she was a very talented software designer. She and her teams have provided services to US Banks, The American Cancer Society, and developed and presented two training plans to Egyptian and Jordanian software executives. (That's a very short list of Kathy's many accomplishments.) Kathy has also been our Eastern Development Team Coach, a member of the National Education Leadership Committee, and Training manager at Waterville Valley NH. I hope you have a chance to ski or ride with her, and hang on to your hat (well helmet) because they'll be no standing around. I know that Kathy will seek to develop new relationships, create programs, reach out to people who have not had our opportunities, and generally broaden the appeal of membership in our organization. These are all goals that Your Eastern Board of Directors is very much in favor of. We recently had our fall Board meeting with Kathy present, and I think everyone there was energized about the future of the Eastern Region and the coming season.

We were all motivated to teach snow sports by someone, a link in the chain that energized us. Now we are the inspiration for others. I hope you all have a great winter and feel a renewed energy in your professional organization.

Sincerely,
Peter Howard
Eastern Board Chair <<

Looking for an event?

Check out the schedule at:

<https://www.psia-e.org/ev/schedule>

Check in periodically for changes and additions.

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General Information

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All submitted material is subject to editing. Its use, whether solicited or not, is at the discretion of the editorial staff. All published material becomes the property of PSIA-E/EF. Articles are accepted on the condition that they may be released for publication in all National and Divisional publications.

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of piecing together multiple different jobs to make life as a full-time instructor viable. Luckily, I found seasonal work that aligned with my winter activities. In addition, I sought sponsors and scholarships to help fund equipment and training.

Today, while I don't see any tryouts in my future, I'm still driven to remain fit, elevate my understanding of our sport, and improve my skills. Unlike the past, I don't need the "carrot" to work on my skiing anymore, it has become part of me, that deep desire to be my best and deliver the exceptional experiences for my students. My new carrot, is the deep desire to advance the mission of our organization, so that you, and all prospective members, will experience high-value education and opportunities for personal and professional growth, and community engagement.

Through all these experiences I have developed a vision for our organization. First, I want members to want to participate in more educational opportunities, because they want to, not because they have to — because they find them rewarding, valuable and fun. Second, I want all instructors, both members and non-members, to desire to belong to our

community because it is welcoming, engaging, and fulfilling. And third, I want our industry partners to understand, respect and value our education and certification programs.

I have many ideas on how to help our organization to move toward my vision, but I'm eager to learn yours. This year I will be embarking on a Listening Tour throughout our division. I look forward to the opportunity to meet with as many of you as possible to learn your concerns, identify opportunities, and define the best communication channels to help you stay engaged. I believe I have the perspective and experience to relate to many of you, but I also recognize I have so much to learn. My whole career has been a journey toward learning more about myself, our sport, and this profession. I'm looking forward to these exciting new steps along that path.

In closing, I want to thank Michael Mendrick for his years of service as our CEO. Michael did an exceptional job advancing the mission of our organization and setting us up for success into the future. He has laid the groundwork that allows me, to help you, to pursue your own passion for snowsports and achieve your own Dream Jobs! ◀◀



Courtesy of PSIA-AASI, Linda Guerrette Photography

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Important Changes to the Policy Regarding Continuing Education Credits/Units (CEUs)

What do I need to know about my Education Credits (CEUs)?

In order to maintain our certification, we are required to regularly earn education credits. The official policy states that a certified member needs to obtain a minimum of 6 CEUs every membership year (July 1 – June 30.) Any CEU hours greater than 6 obtained in a membership year will be applied towards the CEU requirement for the following membership year only. Essentially, that means that **every Active Certified Member will be due for 6 credits (a 1-day event or the equivalent) every season or 12 credits (a 2-day event or the equivalent) every other season.**

What does that mean when you say, “or the equivalent?”

Sometimes we're not able to earn our education credits by attending an on-snow event. When this happens, there are other options.

We offer **Online Courses** (<https://www.psia-e.org/ed/online-courses/>) and **Webinars** (<https://lms.thesnowpros.org/>) for credit. Online courses and/or webinars are great ways to earn credit if you can't be on-snow. Make sure, if your goal is to earn credit, to pay attention to how much credit you will earn for each course or webinar and how many credits (CEUs) you need. As an active certified member, you need 6 CEUs each season. If you earn 12 CEUs or more in a season, a maximum of 6 credits will be carried into the next season and you can skip an event in the following season.

We may also allow **Outside Credit** (<https://www.psia-e.org/forms/outside-credit-request/>) for educational events you take in another organization. Qualifying non-PSIA-AASI event credits may be earned every other renewal cycle. If you're thinking about taking an event through another organization, please submit the information about that event to dharinga@psia-e.org BEFORE you take that event. We will determine if the event will qualify for Outside Credit and let you know.

What happens if I'm due for credits and I don't attend an on-snow event or earn my credits in another way?

If you're due for credits and don't earn at least 6 credits by the end of that season, then on your next dues invoice:

- You'll be charged a fee.
- Your membership status will change to Certified **Inactive**.
- You will also need to make up the credits that you missed.

- 1 year: 12 CEUs	- 3 years: 24 CEUs
- 2 years: 18 CEUs	- 4 years: 24 CEUs

- If you don't earn at least the minimum number of CEUs at the end of 4 years, you'll be automatically moved to the Alumni Category (<https://www.psia-e.org/ms/categories-of-membership/>)

What if I had an illness or injury that prevented me from doing CEUs during the season?

In the event of an illness or injury you may avoid the fee by requesting a medical waiver. Here's a template your doctor can use to help you get a medical waiver and avoid the fee: <https://www.psia-e.org/forms/medical-waiver/>.

What if I really want to do an on-snow event, but I'm having a hard time finding an event that works for me?

Make sure you check out the filtering options on our event schedule (<https://www.psia-e.org/ev/schedule/>). You can filter by **discipline**, **location** and/or **event type**, or choose the calendar view, so you can see the **month** or **dates** that might work best for you.

If you still aren't seeing your perfect event, you might think about scheduling a **Member Customized Event (MCE)**. Just get together a group of your fellow instructors and friends and ask your Snowsports School Director to send an email to the Eastern Education Department at MCE@psia-e.org. Please include your preferred dates and the expected number of participants. The Eastern office staff will set up your event and provide your Snowsports School Director with a registration link. Each of your friends can register and pay individually for the event. It's a great way to earn your education credits in a fun, friendly and supportive environment and in a way that works best for you.

How can I tell if I need CEUs this season?

If you go to your Member Portal, <https://members.thesnowpros.org>, and log in, you'll be able to see your **Education History**. Remember a season runs from July 1st to June 30, so if you earned 6 CEUs or less last season, then you will need to earn at least 6 CEUs this season. If you earned 12 CEUs or more last season, then you don't have to take an educational event this season.

If you have additional questions about your CEU requirements, contact the office at (518) 452-6095 or email psia-e@psia-e.org. ☞

Color Outside the Lines

By Angelo Ross

PSIA-E Examiner Training Squad

Technical Director, Seven Springs, PA

I suspect we've all done it: gotten to the bottom of the hill and turned around to examine our tracks. There is gratification in leaving behind an etch; it is an opportunity in a sport/pastime/lifestyle in which so many of us adhere to a Leave No Trace mentality (as much as possible, anyway) to Leave A Trace—guilt free! Tracks are our legacy, our signature on the hill. Anyone who craves the perfect arc, and certainly any exam candidate practicing railroad tracks or carved turns, has looked back up the hill, or even from the chairlift, to put a

critical eye on the evidence to scrutinize that tips, feet, and tails have all taken the same path and sliced into the snow perfect, unwavering (parallel, if you're a skier) lines.

I don't think anyone would argue that carving turns is not fun. However, over the past few seasons, I have become more aware that there are those among us (ski patrollers and recreational skiers, too) who believe that carved turns are—somehow—the most evolved type of turn. The goal for which we all strive. The *raison d'être* for any piece of snowsports equipment. I would argue otherwise. In fact, I would argue that a carved turn—even a perfectly carved

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PSIA-AASI Eastern Division COVID Member Policy – 10/11/2021

As an outdoor activity we are confident that skiing and riding is a generally safe and effective way for people to get fresh air, exercise, camaraderie, and joy during the winter months. That being said, the Eastern Division of PSIA-AASI takes the health and well-being of our staff and members seriously. As a result, we have prepared the following policies and guidelines; however, we reserve the right to change these policies, with very little notice, if conditions change throughout the season. **Please check the Eastern website for the most up-to-date COVID policy.** In addition, we may be forced to cancel an event, and refund event fees, at the last minute due to COVID-19 complications. We will keep you apprised of these changes, if necessary.

1. As recommended by the CDC, and other leading health and scientific organizations, we encourage all members, and staff, to be vaccinated as the safest option for themselves, our staff, and other members.
2. Members are encouraged to comply with all business, federal and local policies that may include, but are not limited to, requirements for vaccination, mask usage, social distancing and more.
3. Members who test positive or experience any COVID-19 symptoms prior to their event should contact the office immediately to withdraw. Paid fees will be credited toward a future event. Symptoms may include: fever or chills; cough; shortness of breath; fatigue; muscle or body aches; headache; new loss of taste or smell; sore throat; congestion or runny nose; nausea or vomiting; diarrhea.
4. Members who have been in close contact (within 6 feet of someone for a cumulative total of 15 minutes or more over a 24-hour period) with someone who has COVID-19, within 5 days before their event, should contact the office to withdraw. Paid fees will be credited toward a future event. If exposure was more than 5 days prior to the event, even if they don't have symptoms, they should get a COVID test and should wear a mask indoors in

public for 14 days following exposure or until they get a negative test result. PSIA-AASI staff, host resort employees, other members, and other guests of the resort may, or may not, be vaccinated. While we assume all employees and members will be abiding by business and local COVID policies, we cannot guarantee it, nor can we guarantee that other guests of the resort or employees are complying. If a member is concerned about exposure to COVID-19 we have the following recommendations:

1. Elect to take for-credit online courses offered by the Eastern Division, or the National office, in lieu of an on-snow event this season.
2. Before scheduling an on-snow event, check the host resort's website and determine if their COVID-19 policies are in line with your expectations. Also be sure to check the resort's lifts. Are there gondolas, bubbles, trams or other enclosed lifts that will make it difficult to maintain a social distance?
3. Wear a mask at all times.
4. Plan on spending most of your day outside. Dress accordingly. Boot-up, warm-up, and eat in your car. Or bring a stool and have a picnic outside for lunch. Only use the lodge for brief trips to the bathroom or grabbing food.
5. Take a local event to allow you to stay in your own home.
6. Consider a Member Customized Event to ensure you know your fellow participants.
7. Maintain a social distance from the other members of your group. Request, if possible, to ride lifts alone or with fewer people.

Finally, we recognize that people's opinions and choices related to COVID-19 vary, are confidential, and deeply personal. As such, harassment will not be tolerated. I invite anyone who experiences or witnesses harassment to report it to Don Haringa, dharinga@psia-e.org, 518-452-6095. ‹‹

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›› Color Outside the Lines, continued from previous page

turn—is nothing more than a tactic and is no more (and no less) valuable than any other type of purposeful, athletic turn that the snowsports enthusiast chooses to engage in a particular situation. Lastly, I would argue that if one wishes to have breadth and depth on the equipment of one's choice it is vital to explore other tactics and learn to color outside the lines.

As examples, consider skidded turns and step turns. I love a purposeful, tactical, smeary turn that leaves in the snow more of a four-inch paintbrush stroke than a 0.3-mm pencil lead line. I think, aesthetically, someone smearing down the backside of a big bump or over a steep headwall, with legs turning to direct the skis and flexing to absorb the pressure, anticipating the next turn, is one of the most graceful and beautiful things I ever see on the hill. Picture the scene: relatively low edge angle, the feet follow one arc while the tips follow a tighter arc, smaller than that of the feet, and the tails travel a larger arc, bigger than that of the feet. In situations like steeps (steeeeeeeeeeps) and trees and bumps and the racecourse and ice (yep, even ice), skidded turns can be a much more effective tactical choice than carved turns. We need them in our arsenal. The same goes for any variety of step (or stem) turns. Something weird is in your way? Step over it. Gnarly crest on a bump? Step over it. Icy trough between two bumps? Step over it. Manky snow between you and where you want to be? Plow through it with a stem of the outside leg. Shrubbery, runaway ski blade, kid's abandoned left mitten in your path? Step over it and go about

your business. It leaves a heck of a weird mark in the snow—certainly not the comfortable geometric predictability of a pure carve, and often it's a good thing to do. And, from time to time, it just may save your skin. Want to color even further outside the lines? How about a slow dog noodle, a worm turn, or a tip roll? Now we're getting into abstract art territory!

If you really want to color outside the lines, consider leaving the canvas. That's right, jump. You definitely can't color inside the lines if your gear isn't on the snow. You don't have to go big, just go up, even if it's only enough to clear a sheet of newspaper. Unencumbered by attachment to the Earth, if only for a moment, you are also free from the limits of the design of the gear: the sidecut, the width, the length, the stiffness, the camber, the quality of the tune. Catch a little straight air. Throw a little donkey kick, maybe an iron cross. Air onto a box—you won't leave any tracks on there either. Now THAT is Leave No Trace!

There is no doubt that carving is great fun and, in certain situations, it makes the most tactical sense of all options. But let's also remember—and practice—the other tools at our disposal in order to deepen our well and broaden skill set. Skiing and snowboarding, like art, are endeavors in which precision and creativity can blend to produce infinite combinations of expression. Skiers and riders with quivers full of turn-types are like painters with palettes full of colors, able to choose the right one for the job and color outside—or inside—the lines whenever and however we wish. ‹‹

New National Standards and Certification Changes

By Chris Ericson

PSIA-E Examiner

Education and Certification Committee Chairperson

For several years now you have heard how PSIA-AASI has been working with all the divisions across the country, developing a path for strategic alignment and working to create greater consistency across the Nation in our credentialling (certification/exam) processes. Undoubtedly, the collaboration with Penn State University has helped develop this energy for unification, furthermore, increasing the value of your certifications in the industry.

This has been a herculean process that has been years in the making with multiple National Taskforces, meeting year-round, in person, online or whenever possible sharing documents, processes and challenges. As your representative on the Alpine Taskforce, it has been eye-opening, as each division's representatives try to understand and digest each other's challenges, reasons for their processes and why each was different. With the start of the season on our doorstep, and new National Standards being rolled out, it seems appropriate that divisions across the country will be implementing some changes this season to their exam processes.

In the east, we saw these changes coming several years ago and slowly started to integrate parts of these new standards and language into our programs and exams. Over the last few years, we implemented a six-point assessment scale, started scoring the Technical Fundamentals at the Skiing Exam and the Teaching and People Fundamentals at our Teaching Exam. Additionally, the understanding of Learning Connection Model has played an important part in our credentialling process.

This season, the new National Standards (<https://www.thesnowpros.org/certification/national-certification-standards/>) will be in effect for all disciplines. These Certification Standards provide the all-important *Assessment Criteria (AC)* for the **People Skills, Teaching Skills, and Technical Skills**. As a side note, the Technical Skills also include the *assessment criteria* for **Technical Understanding and Movement Analysis**. Additionally, at every part of an exam, an instructor's **Professionalism and Self-Management** are also assessed to ensure that the foundation of professionalism is promoted and verified. Another big change this year is that all divisions across the country will be using a Unified Assessment Form (Exam Scorecard). This is again a first in our organization and is another step towards unification.

For the east, this means that our process will continue to evolve with some things staying the same, and some things changing. All these changes to our process will be reflected in our new PSIA-E Alpine Certification Assessment Guide which can be found on the Eastern website. For all certifications, please make sure to look at the Assessment Criteria in the National Standards.

For Alpine, here are some of the highlights.

Level I: This will continue to be a two-day event and will follow the same format as previous years with some light coaching on Day 1. On Day 2 candidates will be scored on various skiing activities and participate/share their teaching and coaching knowledge with the group. Candidates must pass all assessment criteria for people skills, teaching skills and technical skills to be successful at this level.

Level II and III: The Skiing and Teaching parts of the exam continue to be a one-day assessment for each.

Skiing Assessment

Although you will be skiing many of the same activities as in the past, there will no longer be the three scored categories of skiing assessment (skiing at skill level, agility/versatility and mountain skiing). Additionally, you will not get scores for individual activities being skied.

For example, in the Level II Skiing Exam, scoring will be done using the following Assessment Criteria from the National Standards.

Manages speed, tactical choices, and ski performance to:

- Manage turn shape, turn size, and line as needed in beginner through easiest advanced zones.
- Integrate three or more fundamentals through all turn phases to achieve prescribed ski performance.
- Manage each of the fundamentals as prescribed.

The activities chosen at the exam will be used to score the three Assessment Criteria. This approach to the scoring now aligns more with what we have always said. It's not about the task or the activity, but how you apply the fundamentals. This same scoring system will be in effect for Level III with the Assessment Criteria being more elevated.

Each AC will be scored, and the total score must average at least a 4. There is no rounding up, so a 3.90 is still a 3.

Banking Skiing Exam Modules

Since we will no longer be scoring the individual modules, the banking system is being phased out. The Eastern Division was the last division that was still using a banking system, and as part of our goal towards unification as an organization, it will be changed. However, for those who have started the certification process for Level II or III and have already banked a module, you will have this season and the next two seasons to complete the modules. To assess the skiing in those modules we will be using the new National Standards.

If you are attending the exam for the first time, or have nothing banked, you must attain all three Assessment Criteria (above) to be successful.

Teaching Assessment

If you have been to the Teaching part of the exam in the last few years, you will notice little to no changes to the process. Scoring is done on the assessment criteria for the Professionalism and Self-Management, People Skills, Teaching Skills and Technical (Understanding and Movement Analysis) Skills which are outlined in the National Standards.

The format for the Teaching Exams stays the same using an approach that has the candidates coaching, teaching, and sharing information with each other that involves situations that are in real-time. The "make-believe" lesson of drawing a card with a *lesson profile* and a *skill profile* have been gone for several years, making your teaching and coaching session during an exam, much more realistic.

To get a better understanding of how the exam will be run and the full list of assessment criteria for the Teaching Assessment part of the exam, please go to both the Eastern and the National websites to review the information.

Training for your Certification

The resources that you have at your fingertips for training for the next level of certification has never been more comprehensive. From the manuals that have been developed over the last few years, to the E-Learning courses and Matrix Videos, this season we are excited about introducing a new tool to your training regimen, the Performance Guide (PG). The PG is an incredible

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» New National Standards and Certification Changes, continued from previous page

resource that helps to support the National Standards and gives you additional clarification on how you can be successful at attaining certification. For Trainers at their home mountain, this PG also acts as a great tool and guidance document for training and certification assessments. Instructors who may be preparing for an assessment can use the PG to get a better understanding of what they should know, before attending an exam.

The PG lists the assessment criteria for each level of certification but more importantly, describes the successful and unsuccessful performance contributors used to assess an instructor's ability to satisfy the assessment criteria. Below is an example of just one section of the PG for a Level I certification in the People Skills section.

The 2021/2022 season will be one of unification for the entire PSIA-AASI organization.

As it states in the National Standards document; "The objective of these PSIA Alpine Certification Standards is to identify the fundamentals of great skiing, effective teaching, and connecting with students – and to define the assessment criteria within PSIA-AASI's certification process." In the Eastern Division, the actual changes you see in the process, when you are on the hill taking your exam, will be minimal since we already started phasing these in two years ago. Take your preparation seriously, understand the National Standards and the Assessment Criteria and seek out the coaching that you need at your home mountain or through a PSIA-AASI educational event. <<

Learning Outcome: A Level I instructor engages in meaningful verbal and non-verbal communication with the group as a whole.

This is assessed upon the instructor's ability to consistently demonstrate the following criteria during a teaching presentation:

Use verbal and non-verbal communication in a professional manner.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Word choice and phrasing clearly conveys message.	Word choice or phrasing is confusing or leads to misunderstanding.
Nonverbal communication supports and conveys information in a way that others can understand.	Non-verbal communication makes messages more difficult to interpret and or understand.
Combines verbal and nonverbal communication to strengthen message.	Overly dependent on either verbal or nonverbal communication.

**More than 4,100 members follow every move we make – do you?!
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In Memoriam

Barbara Annalee Brumbaugh

Barbara Annalee Brumbaugh, formerly of Wyalusing and later of Towanda, left us on September 4th, 2021 at the age of 58. Barb was a nurse for the NY State Department of Health. She also spent many years as a traveling nurse throughout the country. She was a student of Geography, and as well she loved knitting and cats.

Above all, Barb was a consummate skier, starting at the age of 6, she soared to become a fierce competitor in Alpine Masters and NASTAR ski racing. She loved to coach athletics, especially skiing.

Barb was born at Fort Knox, Ky. April 16th, 1963, but spent most of her childhood in Wyalusing. She is predeceased by her father, Andrew L. Brumbaugh 1987, and her mother Hildegard "Kitty" Brumbaugh April 2021. Surviving her are siblings: Wilfried W. Brumbaugh, Dale City, VA, Charles A. Brumbaugh, Pittsburgh, PA, Marcus H. Brumbaugh, Cookeville, TN, and Robin L. Brumbaugh, Tyrone, PA, as well as nieces and nephews; Daniel L. Brumbaugh, Andrew J. Brumbaugh, Charles A. Brumbaugh III, and Sarah Brumbaugh, Pittsburgh, PA, Jessica Boston, Leesburg, VA, and Donald Brumbaugh, Janet Brumbaugh, and William Brumbaugh, Dale City, VA. ☀☀



James L. "Jim" Dzedzic

James L. "Jim" Dzedzic, 66, of Williams Township, died Tuesday, April 20, 2021, following a cycling accident.

Born October 2, 1954, in Hackensack, NJ, he was the son of the late Fred T. and Virginia (Smulewicz) Dzedzic. He and his wife, Elizabeth "Betsy" (Klebe) Dzedzic were married 33 years.

Jim grew up in Maywood, NJ, and graduated from Bergen Catholic High School, Oradell, NJ and Marist College, Poughkeepsie, NY where he rowed varsity crew. He worked for Crown Equipment Corp of New Jersey for 20 years, beginning in sales and finally, as Branch Manager. Prior to that he worked for Banque Indosuez in New York City and Mack Trucks in New Jersey.

After commuting 150 miles a day for twenty years, he retired in 2005 so he could be with his children before they grew up and left the nest. Taking care of the kids and the house became his new full-time job. It also allowed him to pursue his passions. Jim was an avid cyclist, golfer and skier and was a ski instructor at Blue Mountain. He was also a car enthusiast and frequently participated in car club performance driving events.

He was a member of College Hill Presbyterian Church, Easton, a Boy Scout leader with Troop 31, Williams Township, accompanying his son and the troop to Philmont and Sea Base. He also served on the budget committee of Williams Township.

Surviving with his wife, Betsy, are a son, J. Gordon Dzedzic and his wife, Ann of New York City; a daughter, Kristen L. Dzedzic and her husband, Nicholas V. Liguori of Baltimore, MD; a brother, Jerry Dzedzic and his wife, Laura of Pattenburg, NJ; an uncle, Max Smulewicz and his wife, Ann; and brothers-in-law, Chuck Klebe and Jim Klebe.

Memorial contributions may be made to the State Theatre of Easton and Third Street Alliance, Easton. ☀☀



Louise Messner

Louise C. Messner passed away early Friday, February 26, 2021, peacefully at home with her husband, Bob, at her side. Louise was tender, loving, generous, welcoming and kind to all. She took great care with any task, a proud card-carrying perfectionist.

Louise was born September 19, 1939, in Bellefonte, Pennsylvania, to Louise (Hoffman) Curtin and William Curtin. She attended Bellefonte schools, then graduated from Penn Hall Preparatory School in Chambersburg, PA. She attended the Boston School of Occupational Therapy, Tufts University, graduating in 1962 with a Bachelor of Science degree in Occupational Therapy.

On Easter weekend in 1972, she unexpectedly met a gentleman on the first chair of the day on the Valley House chairlift at Sugarbush ski area. This meeting quickly blossomed into a proposal at dinner in the Common Man restaurant, and Louise and that gentleman, Bob Messner, were married a year later on July 21, 1973, in West Chester, PA. She became stepmother to Bob's children from a former marriage – Anne Howard Messner, Robert William Messner, and Patricia (Messner) Hood.

Louise practiced her profession, devoted to helping others, in Philadelphia, Boston, New York, Dallas, Wooster (OH), Binghamton (NY), Warren (VT) and Caracas, Venezuela. Upon her retirement from her OT career, she started a medical equipment loan library which is still serving the Valley today.

Early on, Louise developed a great love of sewing and figure skating. She made most of her own clothes, and many household items needed in their various moves. She achieved pre-silver ice skating dance level. Her love of skating morphed into an equal love of downhill skiing – again striving for perfection. She instructed skiing at Sugarbush for twenty-three years. She also took up downhill racing. Unhappy was she when she only achieved silver status in a race. (Did I say she was also competitive? In the 2014-2015 NASTAR Giant slalom Alpine Racing season, Silver Division, Female 75-79 age group, she was rated number ONE in the entire country.)

In 1987, Bob and Louise largely bowed out from the work-a-day world, and moved in retirement to several acres of land in Warren, Vermont, they had bought some years earlier and only a few miles from both the Sugarbush and Mad River ski areas.

In the Valley, they engaged in many activities - recreational (tennis, skiing, flying, biking, sailing, kayaking), civic (she eagerly awaited Reta's call each year so she could help count votes after the Warren town meeting), and the part-time work mentioned above. Tired of seeing just the guys enjoying their ROMEO luncheons, Louise set up the JULIET group ("Just us ladies into eating together"). In all of these activities in the Valley, they met so many fine people - born-here Vermonters as well as "transplants", who enriched their lives over these many years.

Louise was diagnosed with lung cancer early in 2019, but continued to enjoy an active life including lastly a sailboat charter on Lake Champlain last September. By late in the year, her condition slowly, then more rapidly, worsened, culminating in her death in February.

Louise is survived by her husband of 47 years, Bob; her sisters Gregg Gurke and her husband Don in Oxnard, CA; and Jane Baum and her husband Dick in Mingoville, PA; her step-children mentioned above Anne in Brooklyn, NY; Bill and his wife, Marian, in Littleton, CO; and Patty in Brookfield, CT; and five grandchildren and 6+ great grandchildren.

Contributions may be made in her honor to the Central Vermont Home, Health, and Hospice. ☀☀



In Memoriam

Jon Charles Lyons

Jon Charles Lyons, 78, of Lancaster died unexpectedly on October 12, 2021, at home. His death was a shock to all given his active, vibrant, and full life. He will be sorely missed by so many. Jon had never retired and at the time of his death was working full time as an Administrative Law Judge in Philadelphia, a position he held for the past 10 years.

Jon practiced law in Lancaster from the late 1970s until his appointment as an Administrative Law Judge. He came to Lancaster from Williamsport, PA where he had been Director of Legal Services, which provided representation for the poor. Believing strongly in justice for all regardless of the ability to pay for legal counsel, Jon embraced this work with dedication. Shortly after arriving in Lancaster, Jon got involved in local politics, displaying a passion for good government that was responsive to the public. He enthusiastically campaigned for Lancaster City Council, and along with Janice Stork and Ron Ford, delivered a Democratic sweep in the fall of 1982. He later ran unsuccessfully for mayor and for representative of the 96th Legislative District, but never lost his keen interest in politics.

Jon relished sporting activities and especially embraced challenges. While he played a lot of golf and handball in earlier decades, he took up more demanding activities later in his life. Jon was an avid athlete beyond his years. He was an active, nationally recognized Level 3 ski instructor. This is the highest level of accreditation offered by the Professional Ski Instructors of America. Being in his 70s when he attained the Level 3, Jon was the oldest person to ever achieve this level of certification. For the last ten years, during ski season, Jon went every weekend to Elk Mountain where he taught skiing. He also was a ski instructor at Vail and Winter Park. Jon sought out skiing adventures that would challenge and thrill, leading him to Chamonix in France and helicopter skiing in Canada.

About ten years ago, Jon took up race car driving. He was a certified high-performance driving instructor with the National Capital Chapter of the BMW Car Club of America. Just in the past year, he had driven at the Virginia International Raceway, Watkins Glen, and Summit Point. In August he attended the Lotus Driving School in England.

Jon was an enthusiastic road cyclist for more than 20 years and was still riding with the Lancaster Bike Club and other local groups throughout Lancaster County. He cycled 8,000—10,000 miles per year, participating in a number of charity rides. Among others, he rode the Gran Fondo in New York and in Philadelphia, the Covered Bridge, and the Civil War Century, which was one of his favorites because it had so many hills. For the last three years, Jon rode every weekend with a small group. They would cycle 100 miles on Saturdays and 50 miles on Sundays.

Jon graduated from Millville High School in 1961, and found his way on his own to The Citadel in Charleston, South Carolina. He was particu-



larly proud of his Citadel degree and always wore his Citadel class ring, which was on his finger when died. After graduation, he entered Dickinson School of Law, but his studies were interrupted by a tour of duty in Vietnam where he served at the rank of lieutenant and assisted with helicopter rescue missions transporting wounded soldiers. After Vietnam, he completed his J.D. degree at Dickinson and later also served in the Pennsylvania National Guard.

Jon was the son of the late Dr. Charles and Edith (Watts) Lyons. He was preceded in death by his sister Carol Aurand. Jon is survived by two sons, Justin Lyons and Mervyn Ian Arnold-Lyons, both of Lancaster, his daughter Meryl and her husband Tim Miller of Brooklyn, and a sister, Yvonne Ryder, of McKinney, Texas.

Memorial contributions in memory of Jon can be made to Advow Mediation and Restorative Practices, 8 N. Queen St. #210, Lancaster, PA 17603 or to Immigration Legal Services Program Lancaster Office, CWS, 308 E. King St., Lancaster, PA 17602.

— Lovingly written by Marlene Arnold.

Please visit Jon's Memorial page at: www.TheGroffs.com ‹‹

Michael Spadinger

Michael Spadinger, 67, died suddenly at home on August 15, 2021.

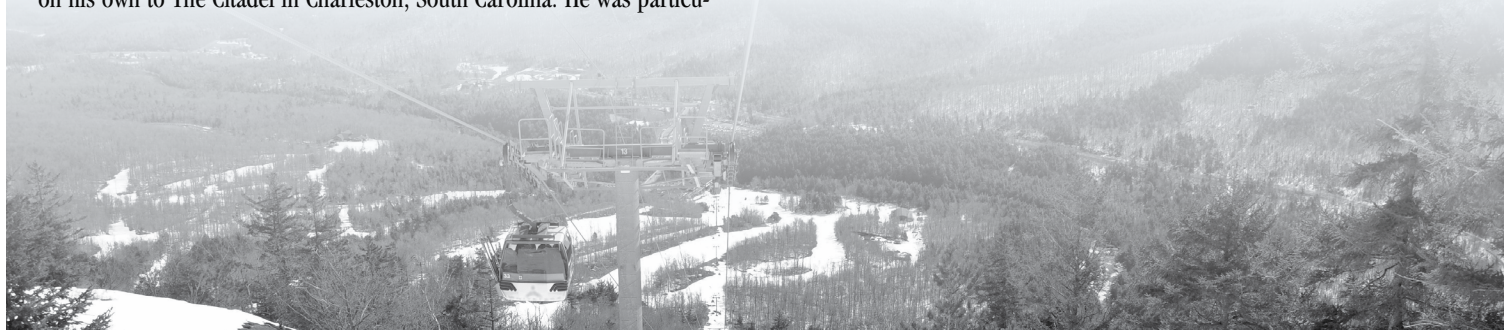
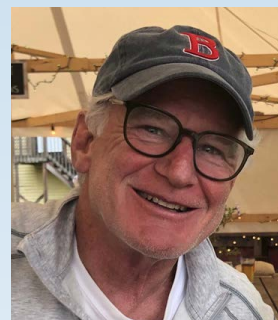
Mike was a long-time pharmacist at Hannaford in South Portland and held a B.S. in Pharmacy from Northeastern University. Mike never sat still, even in retirement. He was an avid skier, biker and fisherman and was always willing to help out with a project. He was an active member of the Lions Club, Sunday River SnowSports, and Maine Adaptive Sports and Recreation and served on the Cape Elizabeth volunteer rescue team for many years. He was deeply loved by his family and fondly called "Groggy" by his three grandsons.

Survived by wife Lynn (Lukis) Spadinger; daughter, Gretchen Spadinger (Ryan MacDougall), son, Alex Spadinger (Erica Gregoritch), son, Joel Spadinger; and three grandsons, Henry, Sam and Charlie; siblings Peter Spadinger (Margaret), Jean Cassetta (Joseph), Ellen Hurley (John), Martin Spadinger (Sharon), Maureen Lombard (Thomas), Andrew Spadinger (Lori); and many loved nieces, nephews; and great-nieces and nephews; sister-in-law, Lorin Kostecky (Roger).

Predeceased by parents Edward Spadinger and Mary Wahler; and brothers-in-law Gary Lukis and Robert Bender.

Online condolences may be expressed at <http://www.hobbsfuneral-home.com>.

In lieu of flowers the family has requested donations be made to Maine Adaptive Sports and Recreation or Cape Elizabeth Lions Club. ‹‹



In Memoriam

Raymond D. Weisbond

Raymond D. Weisbond passed away on June 14, 2021, peacefully at his home in New York City, surrounded by his family. He is survived by his wife, the former Mary (Mimi) Bacon Norris, whom he married in 1967, their daughter, Eden Rebecca Weisbond of Crestwood, New York, her husband, Nicholas M. Menasché, and their son, Max Elliot Menasché. He was 94.

Ray was born in Syracuse, New York, on May 11, 1927, the only child of Louis Weisbond and Rebecca Garfinkel Weisbond (who later married Max. H. Rudolph and was known as Betty G. Rudolph). He grew up in Syracuse, graduated from Nottingham High School, and, at age 18, served as an electronics technician in the U.S. Navy, towards the end of World War II.

After the War, he earned a B.A., *magna cum laude*, in 1950, at Syracuse University, where he was elected to Phi Beta Kappa, and was a member of the Zeta Beta Tau fraternity. He went on to Yale Law School, where he earned an LL.B. degree in 1954.

As a lawyer, he specialized in copyright law and communications and entertainment media. He spent his entire career in New York City, except for seven years in California in the 1970s, where he practiced mainly in the motion picture industry. During most of his career, he worked for prominent media companies, including CBS, ABC, Warner Bros., Avco Embassy Pictures, and the American Society of Composers, Authors & Publishers (ASCAP). He was a member of the Copyright Society of the USA, the Association of the Bar of the City of New York, the Committee on Copyright and Literary Property, and the American Bar Association. At the City Bar, he founded and chaired the Law Clerks Copyright Seminar, which teaches copyright law to law clerks for the Federal Courts in the New York City area. He was a member of the Yale Club in New York City.

He had a great love for both skiing and music. He was an expert skier and certified level 3 ski instructor, joining the Professional Ski Instructors of America in 1961, the year it was founded. After finishing law school, he taught on the ski school at Winter Park, Colorado, later returning to New York to start his law career. Beginning in the 1980s, he was a weekend instructor at various ski areas in the East, including Windham, Stratton, and Belleayre, teaching students even at the age of 86. Ray continued skiing with his family into his 90s. He believed his claim to fame was that he might be the first ethnically Jewish professional ski instructor in America – or perhaps anywhere.

While in high school he played tenor sax and clarinet in dance bands in Syracuse, but later became interested in classical music. He studied orchestral conducting with Leonard Bernstein for two summers at Tanglewood, and music theory with Paul Hindemith, where he was a performing member of Hindemith's Yale Collegium Musicum. From the 1980s until his death, he sang as a bass with various choruses in New York City, including the Saint Andrew Chorale, Vertical Player Repertory, Cantori New York, Collegium Musicum of Columbia University, and the New York Chorale Society. <<



Stephen E. Burns

Stephen E. Burns, 80, of Champion, formerly of Donora and Monessen, died Tuesday, Aug. 3, 2021. He was the son of Robert C. and Teresa Helzlsouer Burns and was born Nov. 8, 1940, in Pittsburgh. Steve attended Pittsburgh and Monessen schools; Oceanside-Carlsbad College, California; California University of Pennsylvania (California State Teacher's College), graduating with a bachelor's degree of science in education; and University of Pittsburgh for his masters of education. He also completed the infantry officer candidate course at Fort Benning, GA.



Steve taught social studies in the Pittsburgh Public Schools for 30 years. He was in the Pennsylvania Army National Guard for 15 years, retiring with the rank of captain. He served as company commander and received the prestigious "Retention and Recruiting Award of Excellence." He also taught procedural infantry classes at Fort Benning, GA. Steve owned and operated Stephen Industries construction. Steve loved all sports, watching and participating, playing both high school and college football. He was a devoted Pitt fan and season ticket holder for 50 years and was a member of the Golden Panthers. He was an avid golfer and belonged to several golf leagues and was proud of his hole-in-one at Cedarbrook Golf Course.

Steve's main passion was skiing and racing. He was a ski instructor at Seven Springs for 50 years and commonly known as "Turns Burns." He was certified with the Professional Ski Instructors of America (PSIA). For many years Steve was a familiar face at Seven Springs, coordinating the adult premier ski program. He was an active member of Mon Valley Ski Club, having held many offices including president and racing chairman. He skied throughout the west, including a Canadian helicopter trip. Over the years he has taught hundreds of people, including friends and family. His goal was to make his entire family learn to ski.

He was preceded in death by his parents and sister, Mary Theresa Olexa. Steve will be sadly missed by his loving wife and soul mate of 50 years, Janice (Kelly) Burns. Survivors include his brothers, Robert (Bobby) Burns and wife, Kathy, of Cazenovia, N.Y., and Edward (Eddie) Burns and wife, Ginny, of Monessen; brother and sister-in-law, Tom and Maggie Kelly, of Ponte Vedra Beach, Fla.; brother-in-law, Robert Kelly, of Upper St. Clair.

Steve will always be remembered for his huge personality, sense of humor and passion for John Wayne movies. He was so appreciative of the special friends and relatives who were there for him and a special thank-you to all the wonderful people of ViaQuest in the Somerset office for all the caring kindness and love. <<

In Memoriam

Walter "Bill" William Rusch Jr.

BRISTOL — Walter "Bill" William Rusch Jr., passed away this April 2021 in Bristol, Vt., at the age of 63.

Born in Red Bank, N.J., and a graduate of Middletown High School, Bill was an extremely devoted and proud father to his daughter and a man of adventurous spirit, fierce independence, great creativity and generosity. He was an avid skier and cyclist who could usually be found in the outdoors doing what he loved best: bicycle touring, skiing, hiking, camping or sailing with his family.



As a young man growing up in New Jersey, Bill could be found surfing on cold December days just because the surf was up. Ever adventuresome as an adult, he was a world traveler to the far-flung corners of the planet, including cycling the Baja Peninsula, exploring Southeast Asia and the Siem Reap temples of Cambodia, eating fabulous Southeast Asian street food and absorbing many different cultures.

But hands down, his favorite way to spend his time was skiing with his daughter, June. She called him "Poppy." From a young age, June was the happy recipient of his ski-teaching prowess. His downhill skiing adventures took him to the slopes of Austria, British Columbia, Colorado, Utah and Vermont. He skied the backcountry, too: Colorado's 10th Mountain Division huts, Loveland Pass, Mt. Washington's Tuckerman Ravine, and Fairy Meadow hut environs in western Canada.

Bill turned his passion for the outdoors into work opportunities, spending 40 winters as a ski instructor in Austria and at the U.S. resorts of Hidden Valley, Waterville Valley, Loon Mountain, Tenney Mountain, Copper Mountain and Sugarbush. At Waterville Valley he taught Ethel Kennedy's grandchildren and was the private instructor for John Sununu, the New Hampshire governor.

Bicycling was another favorite outdoor pursuit of Bill's. He was a bike tour leader for 14 years with Easy Rider Tours, where his favorite trips to guide were in Ireland. No grass grew under his feet between tours, when he would often hop on cheap Ryan Air flights for biking trips in Italy, Portugal, France and Spain.

He subsequently worked at and led many tours for VBT Bicycling Vacations. There he was so well liked by guests that he consistently received a 100% rating — and as VBT's top guide earned an all-expenses-paid bike tour of Italy.

Many VBT guests lent an ear to hear him tell proud Poppy tales about his daughter. From the time June could ride her littlest bike, she and Mary would meet Bill and VBT guests on tour. There he would introduce them to his guests. He was so proud of June and her ability to ride a bike at a young age. (Lucky for her parents that June really enjoyed cycling.)

Bill would chat with anyone, and people loved his easygoing nature. His ready, crooked grin and unique character will be forever missed by his life partner, Mary Yates, and their daughter, June; his two siblings, Lauren Rusch Waldner of Vienna, Austria, and Douglas Rusch of Colorado Springs, Colo.; and by his countless friends.

Donations in his memory may be made to Lawrence Memorial Library, 40 North St., Bristol, VT 05443, or lawrencelibraryvt.org/make-a-donation.

Bill was a free spirit and gentle soul who will be remembered by many. ☞

Wendy A. Witherell Hill

Wendy A. Witherell Hill, 87, died peacefully in her sleep on February 3, 2021, following the effects of a stroke.

Born October 7, 1933, in Troy, NY, Wendy graduated from Emma Willard School in 1951, and Cornell University in 1955. She and her husband Robert wed in 1955 and enjoyed 65 years of marriage together.



A lifelong athlete, Wendy was a waterskiing pioneer and national champion in her early years, as she spent every summer on Lake George, NY. The family's camp became the heart of five generations of her close-knit family, gathering for summer adventures on the water and in the surrounding mountain trails.

In the late 1960's, Wendy became one of the first female professional alpine ski instructors in the U.S. and worked as a ski instructor and racing coach for nearly five decades at Killington, becoming a respected mentor for many. She volunteered as chief gate judge at countless frigid ski races and was a founding board member to establish the Killington Mountain School. She remained a top competitor in her U.S. Alpine Masters age-group for decades, even into her 70s, and became a national champion. With her unassuming nature she deflected her accomplishments as she focused on doing as much as she could for others, saying she was in it for "the challenge, the thrills, and the friendships." Wendy remained an active member of the Rutland Garden Club for many years, sharing her love of flowers and gardening with her community. In yet another expression of her love of nature, she spent countless days with her husband Bob managing timber and firewood and wildlife habitat on their beloved Tree Farm in Middletown Springs.

Her love of travel and the outdoors was unstoppable, as evidenced by her years of camping, canoeing, windsurfing, hiking, horseback riding, biking, and skiing trips with family and friends. Having earned her pilot's license and instrument rating in her late 30's, Wendy flew a Cessna Skylane on countless cross-country excursions with her husband, a former Air Force pilot.

Only health issues in her eighties could slow Wendy down, as her adventurous spirit never faded. Her family will always hold her dear as the beloved wife of Robert L. Hill; cherished mother to their sons, Robert and David Hill, and daughter Linda Harris; loving grandmother to Sarah Long, Molly West, Jeremy and Alison Hill; and proud great-grandmother to Lilly West. Wendy's siblings shared her passion for competitive sports; Wendy was predeceased by her brother Warren Witherell, and is survived by her siblings Fayette Witherell, DVM, and Charles Witherell. She leaves many loving nieces and nephews, extended family and lifelong friends who remember her kindness, good humor, and boundless energy.

In lieu of flowers, the family would like to honor Wendy's generosity with contributions to Franciscan Children's Rehabilitation Center, (franciscanchildrens.org). ☞

AASI Update

By Brian Donovan

AASI-E Advisor and Examiner

PSIA-AASI Snowboard National Team Member

Greetings AASI friends!!! It's my favorite time of the year again! Leaves are changing color and falling to the ground, it's dark out before dinner time, I can see my breath in the mornings when I kick start my day, and social media is starting to be full of "Last Chance" offers on season passes and pictures of snow makers firing up the massive snow guns at all our favorite resorts! It's time to jump right into winter with all my favorite people: my snowboard family! Here's a list of the must-know details to get you ready for another amazing AASI winter ahead of us!

1. Make sure to check out the **2021-2022 AASI-E Event Schedule** to find something to help with your personal or professional development this season! Some key events to look out for include:

- New this year: Snowboard Update events – Offered as 2-day (12 CEUs) events, these Snowboard Update events have a heavy focus on personal riding improvement. You'll get in lots of riding mileage during the day with a focus on riding the entire mountain and exploring movement patterns that help us be more confident and have more fun on all types of terrain. Use these events as a tune up as you prepare your riding for an Exam, as an event to understand the technical aspects of riding more clearly, or just as an educational update event to stay current and hone your skills! Plan on having tired legs and a whole lot of fun memories if you attend a Snowboard Update event this winter!
- AASI Pro Jam is back and better than ever! Kick off your season with a 5-day Pro Jam snowboard party at Killington December 13-17, 2021! This is a great way to start your season with lots of snowboarding, movie nights, dinners, member official supplier cocktail hours, and memories to last a lifetime! Spend 5 days sliding around Killington in December and kick-start your winter into high gear!
- Have you heard the legendary stories about Jay Peak Trees and Steeps Camp? Maybe you've experienced this event with some friends? Each March AASI descends on Jay Peak, Vermont for 2 days filled with endless laps in search of legendary tree runs and hidden stashes of powder! We form groups of all abilities and experience levels, so no rider is left behind! Whether it's your first-time exploring tree terrain or you're one with the woods and ready to ride with the *HOT AND SPICY SALSA* group, this event caters to you! Pack your car with all of the essentials for the best two days of your winter March 14-15, 2022 at Jay Peak!
- Look at all the AASI Level 1 Exams on the Event Schedule this year, and be a tour guide for fellow instructors who might be interested in taking their Level 1 Exam. Help them pick a rad resort that makes sense for their time and budget, and help them find the resources to be ready to go!
- Mark your calendar now for Halfpipe Camp at Okemo! February 24-25, 2022 are the dates for this year's Halfpipe Camp! Okemo hosts a great 2-day event focused around riding in a halfpipe. Whether you consider yourself a halfpipe phenom or you've never actually seen a halfpipe in real

life, we'll have coaches there to help you progress. Okemo has a T-Bar lift that accesses the halfpipe and provides the most bang for your buck when it comes to getting mileage in the halfpipe! Save the dates and make this the year that you're not going to miss out on this fan favorite event!

2. Have you heard about **Pro Forms**? Make sure you log in to the Pro Offers page on the www.thesnowpros.org website to check out the deep discounts offered by all our member sponsors! A fantastic member benefit that all of us receive are discounts from dozens of member sponsors available to us through our PSIA-AASI membership. Don't sleep on these deals! Many of them are too good to pass up and can help you score some new gear at insane discounts! Happy shopping!

3. **Exam Locations:**

Level 2 Snowboard Exams this season:

- Killington, VT December 15-17, 2021
- Snowshoe, WV January 18-20, 2022
- Blue Mountain, PA February 2-4, 2022
- Hunter Mountain, NY February 14-16, 2022
- Stowe, VT March 21-23, 2022

Level 3 Snowboard Exam this season:

- Stowe, VT March 21-23, 2022

4. **AASI Eastern Team Tryout** March 24-25, 2022 at Stowe Mountain in Vermont. We know that the new AASI National Team was just selected in the spring of 2021 and that the next National Team tryout isn't scheduled until April of 2024, but we're dedicated to continuing the strong tradition of training the best of the best from the Eastern Division together towards the goal of making the PSIA-AASI Snowboard National Team in 2024. In March of 2022 we'll be hosting a tryout for potential candidates for the AASI-E Eastern Snowboard Team. The Eastern Snowboard Team will train together for 2 years in hopes of being invited to the PSIA-AASI National Team tryouts in 2024 with the goal of becoming part of the next PSIA-AASI National Team. This is a competitive tryout that will seek to identify the most talented riders and coaches in the Eastern Division. To be eligible to tryout, you must be:

- AASI Level 3 certified
- Children's Specialist 2
- An inspirational snowboarder, educator, communicator, and athlete
- A lifelong learner
- A snowboard educator skilled in training, assessing, evaluating, and inspiring with the educational content that comprises PSIA-AASI

*If this sounds like you, make sure you're training hard all winter. Ride your snowboard lots, teach lots of lessons, and clinic talented riders and teachers on personal and professional improvement. Bring your A-Game and we'll see you in March!

5. Knock the Rust off and brush up your game with a **free online E-Learning course** this fall. These E-Learning courses are a great way to get your brain re-engaged with teaching snowboarding and set both you and your students up for success this winter! Head over to www.thesnowpros.org and check out all the E-Learning content that is available to you!

snowsports school management

Leadership and the PSIA-AASI Strategic Alignment Project

By Gail Setlock

PSIA-E Examiner

Snowsports School Management Committee Chair

What a beautiful Fall season we've had here in the Northeast! I hope everyone is getting ready for the upcoming ski/ride season. This weather makes it easier to continue getting in shape for the ski/ride season with outdoor activities such as hiking, biking, trail running and more.

This year's annual Snowsports School Management Seminar will be back live and in-person at Mount Snow, Nov 29-Dec 1, 2021. We've got a full schedule of informational sessions, including indoor and on-snow opportunities.

This year's seminar will focus on Leadership and PSIA-AASI's project for strategic alignment. We're excited to share the new National Standards (<https://thesnowpros.org/certification/national-certification-standards/>) which help to develop well balanced instructors. The standards are not just there to help our

membership pass an exam. The new National Standards are designed to help all instructors – from a first-year instructor to a level 3 certified instructor -- have consistency in their teaching and the training of your snowsports school staff.

Dave Schuiling, the National Director of Education for PSIA-AASI, will be our keynote speaker.

His message about the Learning Connection Model and the new National Standards will be present throughout the management seminar in the sessions available both indoors and on-snow. The Learning Connection Model and new National Standards are not just for instructors; they're an important part of our leadership role as snowsports school directors to help develop our staff, so they have a strong balance of crucial people skills, teaching skills, and technical skills.

In addition to reviewing the Learning Connection Model and new National Standards, other important info to be shared during the seminar will include the use of common language for all PSIA-AASI divisions and amongst all disciplines, exam scoring, applying the fundamentals to teaching, the importance of people skills for both directors and instructors, and more. Other session topics include important training tips for your staff when teaching family lessons, the art of great teaching, movement assessment sessions and more.

I hope snowsports school directors and some of your training/supervisor staff can join us this year. It will be great to see folks live and in-person and get out on the snow together! Stay tuned for more information about the Snowsports School Management Seminar. Registration is open now! **⚡**

» **absolutely aasi,**
continued from previous page

6. New National Standards and Performance Guides are live! If you're planning on taking a certification exam this season, don't be caught off guard by the new AASI National Standards and Performance Guide. These new versions help with the consistency, transparency, and clarity of snowboard certification across all 8 Divisions of PSIA-AASI and the entire country. They clearly outline what it takes to be successful at Level 1, Level 2, and Level 3 certification exams! Check them out on the www.thesnowpros.org website if you haven't already done so! And keep checking back as more content will be delivered throughout the winter by your AASI-E Education Staff and the PSIA-AASI Snowboard National Team to help you fully understand and own this new content.

As I close out this AASI Update, I want to give you all a big virtual high five heading into this season! Thank you for all the lessons you're going to teach this winter! Thank you for all the lives you're going to change! Whether it's the 1st or the 300th lesson that you're teaching this season, remember that it might be your student's only opportunity to experience snowboarding. Bring your energy and knock it out of the park. Have fun with your students and give them an experience that they'll never forget. Be the reason why hundreds of new people fall in love with this sport that connects all of us! I'll see you all soon! -BD **⚡**



Courtesy of PSIA-AASI, Linda Guerrette Photography

kids, kids, kids

Update from Kid's World

By Bonnie Kolber
ACE Team Coach
AASI-E Examiner

Last winter a good friend and co-worker who was gearing up to try out for the AASI Dev Team (and made it, hooray!) asked about a concept from the Children's Manual. I scanned the pages for him, complete with tattered binding, dog-ears, underlining and notes in the margin – his response was “That is a well-loved manual!” “Yes,” I replied, “it's been looked through a time or two.” Now the time has come to lay it aside and make way for...you guessed it...a new manual! Updated to align with the newer Learning Connection Model, as well as incorporating a whole lot more contemporary information, it's a pretty fun read, actually. You should check it out!

There's a rumor on the street that PDAS (pronounced Pidazz and accompanied by jazz hands) is going away – not so! PDAS (Pidazz!) is the Children's

Teaching Model, Play-Drill-Adventure-Summary. While PDAS (go ahead!) is no longer specifically being assessed at Children's Specialist events, it is still in the manual and still very much in play as a great model for organizing lessons for kids – and honestly, in my humble experience, for a whole lot of grown-ups too!

You may have heard about the new National Standards being rolled out for all the disciplines this season. Well, we have those too! You'll find the new Children's Specialist Standards and Performance Guide, as well as a brand-new unified Assessment Form that is consistent across all PSIA-AASI divisions on the National website www.thesnowpros.org under the Certification tab, or on our Divisional website www.psia-e.org under Education – Children's Education – Children's Specialist Resources.

If you are thinking about attending a Children's Specialist course this winter, make sure to check out the new developments and documents! The CS1 e-learning course, which is required prior to registering for the on-snow event, includes CS1 Study Guide Questions and a CS1 Teaching Log (both highly recommended), both of which you can now access directly through the [psia-e.org](http://www.psia-e.org) [Children's Specialist Resources](http://www.psia-e.org/ed/childrens-education/cs-resources/) (<https://www.psia-e.org/ed/childrens-education/cs-resources/>). The CS2 workbook is also being revised for this season, with fewer questions but greater depth of knowledge. It is obvious that a great deal of work and care have gone into developing all of the new resources at the national level.

If you're not looking to get the CS credential, but love teaching kids – or don't love teaching kids but want to get better at it – or want to dive more deeply into methods and theories related to teaching kids for any reason at all – check out some of the other Children's events on the schedule this winter.

One way or the other, I hope to see you out there! Stay safe, stay healthy, and see you when the snow flies! ☺☺

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ENJOY
THE WINTER
OUTDOORS

adaptive airtime

Take the Bait and Stay Tuned

By Kathy Chandler
PSIA-E Adaptive Examiner
Eastern Adaptive Advisor

Each year the Adaptive Board of Examiners (ABOE) with a lot of help from the PSIA-Eastern office work hard to present you all with a schedule of events that will be beneficial, at times and in places that will work for you all. Because of the diversity of fields of adaptive skiing we cover, our list is typically long with lots of exams and some educational events, so we can't expect to fill them all, but we hate to have to cancel and get as frustrated as you do when this happens. In addition, each year we do a lot of in-house exams and clinics. This will continue and we encourage adaptive programs to bring in our ABOE to educate and certify your staff.

This year we will be offering exam prep clinics throughout the east and we hope you will **Take**

the Bait and join us to learn more about what is expected of you at exams. Too often candidates are coming to exams without a good understanding of what is expected. We want to be clear in letting everyone know what we will be covering. At Level I it will include skiing, teaching and professional knowledge over the two-day exam. Knowing the technical, people and teaching skills is imperative. After passing the alpine skiing exam, level II and III accreditation exams will be a full day of the teaching and professional knowledge in each specific discipline (i.e., Visually Impaired, Three Track, Four Track, Cognitive, Mono and Bi). These are intended for candidates who tend to specialize in one or two disciplines or for those going for Level II or III certification. In all cases there is a lot to cover and we

want you to be prepared and know what to expect, so please join us for one of the exam prep clinics.

We will soon have new adaptive standards coming with new scoring. Alpine and snowboard will lead the way this year and adaptive will follow **next** season. In our training this year, the ABOE examiners will cover the coming changes to get a head start. During my tenure as an Eastern adaptive representative on the National Task Force, we have been working on these new standards for many years. A smaller group has developed the discipline specific standards including Learning Outcomes, Learning Experiences, Assessment Activities and Assessment Criteria, so stay tuned. All of this will help in your development for certification as an instructor in each discipline. <<



Courtesy of PSIA-AASI, Linda Guerrette Photography

we got next!

NextCore News

NextCore is a dedicated group of young members ages 16-39 who are working together to promote the change and develop the programs and benefits vital to long-term engagement of the "next core" of PSIA-AASI membership.

"Next Steps" Mentorship Program

By Matt Lyerly

NextCore Program Director, A2, CS1, FS1

Massanutten Resort, VA

Greetings Eastern Members. The NextCore Action & Advisory committee is pleased to announce the debut of our inaugural "Next Steps" Mentorship program for the 2021-2022 winter season. In previous planning sessions and outreach to our peers, it became clear that members in our demographic (16-39 years old) valued certain aspects of snow sports instruction. The most common themes were education and community. In a nutshell, members joined PSIA-AASI for the education and skiing or riding improvement. Members stayed because of the community and the self-actualization (hey there Abraham Maslow) that come from a well-rounded snow sports career. In addition, literature on the topic of mentorship suggests that those who receive mentorship (mentees) and guidance enjoy certain benefits that non-mentees don't enjoy. These include better career trajectory and higher overall career satisfaction.

Generally speaking, there are two areas of mentorship that can be offered. Mentees with objective career goals seek tangible results that can be measured. In snow sports, you might think of passing an exam or making one of our teams as an objective goal. Teaching for X hours in a season is another. On the other hand, subjective career goals are less concrete and more difficult to measure.

Examples might include sense of well-being or connection to a network. So, the Action & Advisory committee began discussing what mentees might want and what mentors could offer within the realm of snow. Ideas included exam preparation, making it as a full time pro, securing pro deals and qualities training managers look for in a job applicant. A good mix of objective and subjective potential outcomes. With feedback from the office, we decided to recruit members of the Eastern Division Education Staff to serve as mentors. Who better to help younger members advance their snow sports careers than those who have already been there, done that?

We are so excited for everyone participating in this program. We truly believe in the power that good mentoring has on career development and sense of well-being and we can't wait to hear the success stories. Best of luck to all mentors and mentees! ☺☺

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Did you know?

With your membership, you have access, for free, to a digital edition of the Teaching Snowsports manual and the technical manual of your primary discipline. All manuals include videos. And now, you ALSO have access to the NEW Teaching Children Snowsports manual! Free digital access to these three manuals is an incredible value provided with your membership.

Follow this link to find out how to access these manuals: <https://www.thesnowpros.org/education/digital-manuals-for-every-discipline/>

To access the digital manuals on your smartphone or tablet, use this link: <https://www.thesnowpros.org/education/digital-manuals-for-every-discipline/#manual-instructions> and read these instructions. ☺☺



Who's Got Next?

By James Billingslea III
NextCore Action Group
Alpine Level II, CS1
Liberty Mountain Resort, PA

Last year Shannon Rucker wrote an article for the SnowPro publication titled "Who's Got Next." This gave a platform for some of our younger members to discuss what being a member of PSIA-AASI and NextCore means to them and how they plan on using the organization to continue to grow in their roles. Last year I was fortunate enough to be featured in "Who's Got Next" and it was just the beginning for me, since then I have become an active member of NextCore and was given the opportunity to find others to share their own experiences. PSIA-AASI offers great opportunities for younger members to learn from experienced members and pass along their knowledge to help the next generation of up-and-coming instructors be the best snow sport instructors they can be. With that in mind, I'd like to introduce you to a few members and have them discuss what PSIA-AASI and NextCore has done for and means to them. We encourage you to reach out to younger members at your home resort and find out Who's Got Next! #ShareTheStoke

Stephanie Zimmers: NextCore Action Group
Alpine Level III, CS 2
Waterville Valley, NH and Pats Peak, NH



- I first learned about NextCore on the Eastern Division website. I think I logged on to check the event schedule and read the description about NextCore and saw they were taking applications. I wanted to be a voice for the younger demographic of instructors. They face different challenges and have different priorities than veteran instructors. Addressing these concerns will help our organization grow.
- I participate in NextCore meetings throughout the year. We are hoping to create and host events that appeal to the younger demographic. I helped present information to the National Board a few years ago. I also helped out with fundraising for scholarships and expanding our social media presence.
- PSIA-AASI provides opportunities to learn, attend events and network with other instructors that you wouldn't have if you only attend training at your home mountain. It provides access to awesome educational resources and it's really fun to be able to connect with so many other snowsports enthusiasts and experts.
- I am passionate about advancing women in snowsports and snowsports education. I strive to improve my teaching and skiing skills to be a better mentor and coach who inspires others like my mentors do for me.

- What's your favorite mountain to ski? Even though I've only been a few times, I really like the old-school vibe at Smugglers' Notch.
- Deep powder or spring day? Oh man, that's a tough one. The sensation of floating down the mountain in fresh snow is hard to beat. But we had so many great spring days last season. Can I say both??

Michael Breeden: Nextcore Action Group
Alpine Level II, CS 1
Snowshoe, WV



- What is it like being on the NextCore Action Committee? It is an honor to be a part of such talented group of young professionals who are so passionate about giving back to the organization. Often times I am outmatched in ability by the other members, and only try to keep up, and help out where I can. I was involved in bringing the very-soon-to-go-live Mentorship program together. Since it is now wrapping up, I am searching for a new project. (Any suggestions are welcome.)
- Although there is no requirement to do so, each NextCore Action Committee member is encouraged to contribute what they can to the organization. If they have a project that they would like to lead, it is discussed among the other members, and then passed along to the Eastern Division leadership for approval.
- I want to become the best skier, coach, and instructor that I can be. I hope to help make other instructor's journey though the certification process easier than my own has been, through coaching and mentorship; and ultimately, I want to go as far as is possible for me within the organization, whatever that may look like.
- What's your favorite mountain to ski? I assume you mean besides my home mountain ;) In which case I would have to say Snowbird, out of the mountains that I've skied so far at least.
- Deep powder or spring day? Well, I am primarily a Race Coach, so a great groomer is where I tend to have the biggest smiles. ⚡

Education Foundation

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The PSIA-E Education Foundation expresses its sincere appreciation to the following members who have contributed at least \$50.00 to the Foundation through the annual dues “add-on” program and standalone donations since May. Since no dues or program fees go to the EE, contributions are the primary source of support for the Foundation and its scholarships. Thank you!

SNOW Pro

Upcoming *SnowPro* Copy Deadlines

If you are submitting articles, information or ads for the *SnowPro* please note the following deadline for the upcoming issue:

January 7, 2022 for the Winter issue

Writing Guidelines

General member submissions should not exceed 1,000 words and should be e-mailed to psia-e@psia-e.org as a MS Word document. Please see additional guidelines on page 2 of this issue under General Information. Thank you! ☞

Members Pay It Forward in Honor of GH

GH Salazar has touched so many lives over the years, he is truly missed by many of his colleagues as our season gets started without him. Members put together a fundraiser in his name with proceeds going to the Eastern Education Foundation to help other up-and-coming instructors fulfill their dreams of doing what they love, teaching. So far, over \$500 has been donated to the fund in GH's memory. This sticker is still available for sale at \$4.00 each plus shipping. Get together with fellow instructors and place one large order to save on shipping. Limited supply available, order yours today! Send an email to Etai Scharf at etaischarf@gmail.com with the quantity and where to ship. Thanks for your support! ☞



xx-ploring

Season Preview

By Mickey Stone

PSIA-E Nordic Examiner

Nordic Coordinator

The leaves are turning their vibrant colors and they are starting to drop with the wind. This is our favorite time of the year, which signals the lead into snow season. Last year at this time I mentioned in my report that we had the warmest summer in 40 years in Vermont. Well, I am not happy to report that 2021 beat the previous year. We had over 15 days of 90 plus heat index and a continuing drought into August. Fortunately, rain in August and September have just about filled the water table back up to normal and that was a well needed weather pattern for our wells and snowmaking ponds for the winter.

Most of our larger resorts have already performed their standard testing of the snowmaking systems and are ready to go in November as soon as the temperatures are cool enough. Manufacturers are already selling out of equipment. This should not be the year to wait around for gear. BUY NOW before it is too late and there is no product left to sell for 2021. Cross-country and backcountry gear are popular again this year and have seen another rise in market sold items. Hopefully, we will receive snow like last year that was on the ground pretty much from January to the end of March so we can use all this gear.

Our theme this year is **ALMOST BACK TO NORMAL**. Which means outdoors we can distance and be normal and if inside, we'll need to mask up and distance. So, it will be a lot better than last season, but in large group gatherings, dinners, parties etc., you should be careful and make your own mindful decision regarding your participation. This season we are back with more events than last hoping to rebound and gain some larger membership participation. In the telemark area we will host about 28 events this season. We have two Early Season Primers, one in the south Seven Springs PA and one in the North Sunday River ME. Both will be great events to help us get in shape and review what we may have forgotten over the summer. Mini Academy on the weekend before Pro Jam at Killington is a go once again. This season the Telemark Pro Jam takes on a different look. We will be holding a Level II college group who will receive their update and/or their exam prep Monday through Wednesday and then those participants will be able to take the Level II test on Thursday and Friday. You can also just opt for the test on Thursday and Friday if you have done an update within the last two years. Another of-

fering will be to ski with National Team Member, Keith Rodney, and/or former National Team Member, Mickey Stone. We also can deliver a Level I this week too. There will be no banquet this year so we may be inventing or revisiting the Nordic Tailgate Party in the parking lot for those already vaccinated (we'll need to get rid of two years of Aquavit buildup.) Stay tuned. Please look at the schedule; we have women's events, off piste, trees, exam preps, rallies, Spring Fling and another go around with the Tour of Canaan Valley or as the locals know it, the "**Nordic Hoedown.**"



We will be hosting 10 XC events this season, with early season events at Rilkert, VT and Lapland Lakes, NY. We will run both events with or without snow, so bring some dryland training gear (rollerblades, plyometric equipment etc.). Our ever popular Instructor Training Course at Bretton Woods Nordic Center is on again mid December. Bretton Woods is a fantastic, rolling, enjoyable and beautiful area where you can learn and get back in shape. Please review the rest of the Nordic Schedule. The Backcountry Accreditation series is also planned. Bruce Hennessey will be leading the Snow Sense and Planning course which is the first course required if you are going to work toward the Backcountry accreditation. Snow Sense and Planning is a virtual/Zoom series which will



help you get prepared for the two on-snow days. The Snow Sense and Planning course consists of five virtual evening sessions; the course starts on November 9 and runs every Tuesday and Thursday through November 23. The next two courses in the Backcountry Accreditation series will follow up at Maple Wind Farm in Vermont in February and March. Please see the Nordic Schedule.

Kudos to Keith Rodney and Mike Innes for participating and sitting on the National task Force Committees. Emily Lovett and the XC Task Force have worked hard and done a superb job creat-

ing standards, Learning Outcomes, activities for levels and a National Unified Assessment Form (Scorecard). We will be reviewing this during our Nordic Ed Staff Training and learning how to use this new package this season, so we can implement these new standards for our Nordic members next season. Keith has been sitting on the Children's Task Force, the Telemark Task Force and the People Skills Task Force to work to integrate these concepts into our disciplines.

Keith will have a detailed report here in the Xx-Ploring section next to this article on some of the behind the scenes work that has been going on this past season.

We are fortunate to be able to get back to our individual discipline training periods, which we missed out on last season. Tele will be at Killington 1/5-7 and XC at Trapp's 1/7-9 for some well needed review, practice, camaraderie and a chance to get familiar with the new educational material coming from our National task forces.

Our family summer workouts center around mountain biking daily (even if it is for just 45 minutes – the important thing is that you got out) and long walks with the dog running ten times faster than you and farther too. Finally, on the weekends

we finished up with plenty of waterskiing. Now that fall has arrived, experts say 8-12 weeks of moderate to highly motivated workouts five days a week will get you ready for the slopes or trails. Here is one example we use with kids and instructors and a lot of USSA groups too: <https://www.theskisource.com/get-in-shape-for-skiing/>

Feel free to tone it down or do partial workouts, but this is very comprehensive and uses all the muscle groups we will be firing shortly. Enjoy fall workout season and **WE CANNOT WAIT TO SEE YOU ON THE SLOPES AND TRAILS SOON!** <<

Mountain Biking as (the best?) Dryland Training for Skiing

By Jim Tasse

Alpine Level III, PSIA-E Telemark Examiner

Pro and Trainer, Sunday River and Mount Abram, Maine

It should come as no particular surprise that bicycling is a fantastic activity to keep in shape for skiing. Both road and trail riding offer great workouts to keep the legs and lungs strong for long days on the snow. And while both road and trail riding are both good for skiers, as a professional bicycle and ski coach, I want to make a case here that riding mountain bikes is particularly good as a dryland training activity for a skier. Riding on singletrack trails permits the rehearsal and refinement of skills that cross directly over to skiing.

As ski pros, the idea that we use particular skills (balance, rotary, edging, pressure) applied in the five “fundamental movements” is part of the technical bedrock of the contemporary ski teaching industry. A similar approach to teaching mountain biking has emerged over the last fifteen years, led by a PSIA-AASI partner organization called the Professional Mountain Bike Instructor Association (PMBIA). Many of the PMBIA folks are themselves snowsports pros, and they clearly drew on that knowledge base as they developed their approach to thinking about mountain biking. And what’s really cool is that there is considerable overlap in the actual skills and movements of skiing and trail riding.



Bike-body separation in a bermed turn

One of the most critical points of overlap is the notion of “separation.” As skiers, we practice (and coach) that skiers keep a quiet and disciplined upper body that is somewhat independent of the active movements of the legs and hips. The same is true

for trail riders. We coach new mountain bikers to practice “bike-body separation,” which permits the bicycle to move independently from the body.

The critical action to permit this separation is to get off the seat of the bicycle whenever a rider is in any kind of technical terrain (including bermed turns). By standing on the pedals, the legs can actively absorb terrain in the same way a skier handles moguls, flexing the legs to absorb rollers, and extending the legs into voids and low spots to maintain



Angulating with the bike

consistent contact with the trail. Using a dropper seat post, which permits the instantaneous lowering of the seat so the body can move more freely above the bike, is a key equipment addition that makes this separation easier to achieve. Moving the body forward or backward above the bike also permits a rider to put more or less “weight” (pressure) on the front or back wheel as needed to maintain contact and grip when climbing, descending, or cornering.

In turns, this separation also enables a rider to tip or angulate the bike in relation to the body in turns, permitting the center of mass to remain over the base of support while the tires are aggressively edged into the trail surface. A little hip rotation towards the apex and exit of the turn creates a position very like that of a skier making a medium radius turn and helps make a clean, smooth arc. In contrast, remaining

on the saddle through turns can result in the bike and rider “inclining” too much, causing the tires to lose grip and skid sideways, potentially causing a crash--just as on skis.

As I’ve suggested, this bike-body separation also is key to pressure management movements. On a mountain bike, riders flex their legs to absorb terrain, and to actively “weight” or “unweight” the bike, permitting the same kind of smooth flow and continuous movement that marks an accomplished skier. Timing the moments of compression or extension to suit terrain also permits a rider to get airborne, which can be both tactical and fun. To paraphrase the bible, To Air is Human; to Land It, Divine!

Other skier-ly sensations in mountain bike riding concern the feet. In contemporary mountain biking, pedals are generally stood on with the cranks horizontal and ideally weighted close to 50/50. The pedal position can also mimic alpine or telemark stances--leading with the outside foot feels like a telemark turn, while leading with the inside foot feels more like an alpine turn. In tight high-speed turns, the outside crank can drop, creating the “outside leg long/inside leg short” position that we associate with ski turns.

Tipping the feet on the pedals towards the turn as a rider initiates a turn also captures many of the sensations of edge release movements on skis. It’s a subtle move, but try it on your next ride and see how it immediately moves you into a turn, similar to how tipping a ski onto its edge pulls a skier into a turn. This also works on a road bike.

In short--if you are not already riding trails on bikes, you should consider trying it out as a great dryland training for your skiing movements! And just as we tell skiers: don’t be afraid to take a lesson with one of the several bike schools out there. At the very least, you’ll begin to bring greater awareness to your riding, and help speed your progress to proficiency. And most importantly: remember to keep the rubber side down! <<

The author, Jim Tasse, is also the Assistant Director of the Bicycle Coalition of Maine, a League of American Bicyclists Cycling Instructor, PMBIA Level I and a Ride Like a Ninja Assistant Coach.

Exciting Changes in the Works

By Keith Rodney

PSIA-E Telemark Examiner

PSIA-AASI Telemark National Team

We have exciting changes coming from the PSIA-AASI National (Lake-wood) office this year. They are introducing the application of the Learning Connection Model. The Learning Connection Model consists of People Skills, Teaching Skills, and Technical Skills. The People Skills and Teaching skills will be the same fundamentals across all disciplines. The Technical skills will be slightly adjusted per discipline to account for the small differences in each discipline.

Next, the new Telemark Performance Guide, which is a tool that will help you better understand how to work with the new National Standards (<https://www.thesnowpros.org/certification/national-certification-standards/>) and how to prepare you for your next level of Assessment. Check out this article about how the new National Standards will benefit you: <https://www.thesnowpros.org/2021/06/08/3-ways-the-new-standards-will-benefit-you/>

The last big national change that will happen this season will be the Unified Assessment Form for Level 1 certification. The level 1 Unified Assessment Form will be the same Assessment Criteria for People skills and Teaching skills across all disciplines with a slight adaptation for the Technical Skills. On the home front, the Eastern Division is hard at work updating the Telemark study guides for each level of assessment. Your Telemark Educational Staff will be working hard to incorporate the new fundamentals into our education and exam processes. To help educate yourself check out the links above.

Even though things expand and change, our goal is still to expand our sport and spread the joy of the telemark turn. We look forward to spending time on the snow with you. ☺



Mike Ma and Keith Rodney stop for a selfie during the National Team tryout week



Keith Rodney, Jim Shaw, Greg Dixon and Matt Charles ready to explore the bowls during the National Team tryout

your turn

But What If I Had To?

By Shannon Rucker

A2, CS2, S1, FS1

PSIA-AASI E Board Member
and Secretary

This summer I was listening to a podcast that was ostensibly about finance (I know, super nerd here). While listening, the truth emerged about this episode. It turns out, they were actually talking about life changing mind shifts.

Last spring, an entire planet of humans were forced to answer the question “But What If I Had To?” Companies that had sworn they could not allow telework or remote operations were forced to face that question. Parents who knew they couldn’t juggle having their children at home while working their jobs faced that question. All of us (individually and collectively) were forced to answer this question countless times. Each time we rose to the occasion finding creative solutions for problems with unusual parameters.

How in the world does this tie to snow? Those 6 words are the key: BUT WHAT IF I HAD TO? They allow us freedom. Freedom to escape the legitimate hurdles we face as well as the constructs we’ve fabricated ourselves.

Maybe at some point you’ve said “I could never ski that terrain” or “I could never get my silver pin” or “I could never be an examiner.” I challenge you to simply ask yourself (quietly and maybe just inside your own head), “But What If I Had To?”

The beauty of these words is there is no danger. You can consider the problem objectively and without judgment (real or perceived) from anyone. After all, it’s just in your head. These words allow problem solving without the fears and constraints of real life.

What if I HAD to get my gold pin this season?

Maybe your brain’s first objection is that you lack the disposable income for it:

But if you HAD to - maybe you put together a plan that involves taking on a part-time job in the fall, applying for a scholarship, securing lodging with other members near the event, etc. to start chipping away at the previously impenetrable barrier.

Perhaps the second objection that comes to your mind is lacking time to train.

But if you HAD to - maybe you would work up

the courage to ask your boss for flex time to help you get to the mountain one extra half day a week for the season. Maybe you would coordinate with your line supervisor and technical director to try and find opportunities for working lessons that also expose you to areas you need for certification.

Perhaps your brain’s third objection is your physical state or conditioning.

But if you HAD to - maybe you would leverage the National office’s free fitness manual for workouts you can do at home. Maybe you would ask a few buddies from the mountain to create an accountability group on Facebook. Maybe you would finally do those exercises rehab prescribed to you six years ago that really worked but you just kind of stopped doing.

When you start to answer all of these hard questions - just in theory of course - you give yourself permission to consider them abstractly. When a problem is abstract/removed - we all want to solve it. Our desire to help strangers posting a problem on social media is an excellent example of this. There is no fear of rejection or failure because the limit of “having to” is entirely made up and imposed by ourselves in this scenario.

But if we allow ourselves the freedom to consider the problems and create solutions under the guise of necessity - they suddenly become POSSIBLE to solve in reality. All of the objections noted above are legitimate but so are all of the possible solutions noted above as well (and the dozens or hundreds of others not mentioned). If the solutions you develop while considering this simple question begin to make the big problem look more manageable, then it becomes easier to consider implementing them in real life. We go from:

“I could never” to

“If I had to, here’s how I would start” to

“I’m just going to start this one piece because it might be good for me anyway” to

“This could really work - let me keep going!”

So, as we approach winter, I dare you to ask yourself: “BUT WHAT IF I HAD TO?” ‹‹

Building a Women’s Program

By Penni Stuart

Alpine Level II, Master Teacher

Women’s Only Wednesday Program

Coordinator at Pats Peak, NH

“All in” on creating ways for women to have a strong presence on the mountain! After reading, “Women’s Initiative Task Force Comprehensive Report 2020” findings in 32 Degrees Spring 2021 Magazine, I want to share a way

to invest in women’s snow sport participation by starting a women’s program at your mountain. Here are a few suggestions to consider for your unique program:

- Determine your mission.
 - Each program is unique to your area.
 - Consider length and timing of the program.
 - Establish your coaching team, the mountain space and terrain.
 - Think about your program highlights.
 - Most importantly, who are the women who will participate and what are their needs.
- Partnership or investors enhance the program.
 - Mountain management and all the associated departments (Chef and serving team, nursery, mountain sport shop, rentals just to name a few) will help make this program a success.
 - Find a local sport shop to support the program. Establish support in services: boot fitting, organizing demo day for equipment, discounts offered to participants, and speakers for education.
 - Line up representatives from women’s specific brands to come and speak/demo and share what they love.
- Knowledge is power.
 - Educating women on boots and proper fit, skis/boards and experience the different brands, and clothing and accessories help them to enjoy the sport more and be safe.
 - Technique is important, but not too technical. Participants want to ski/ride better and enjoy the sport. Add video so they can see what you are talking about.
 - Feature local women speakers during lunch: women’s concerns, massage, physical therapist, nutrition, fitness, and mind/fear/confidence building.
- Communication is vital.
 - Coach meetings to develop and manage the program.
 - Send a newsletter to participants informing them what is happening with the program so they can participate more and add a short simple technical piece to bring another element to understanding.

Measure the success of the program by looking at the results. Is there repeat participation of women in the program and the addition of new women each season? Are you seeing and hearing feedback about the skills developed from the participants? Take any feedback seriously, they are investing in ‘their’ program, and want to see it grow and improve.

How to invest in women in the snow sports industry? Start a women’s program at your local mountain and resorts. ‹‹

Inside the Psychology of Gender: Perspectives to Enhance Teaching and Learning

By Tony Crespi

Professor of Psychology, School Psychology Program, The University of Hartford, CT

Cheryl decided to take an advanced ski school lesson. A slim, blue-eyed, professional, she wore a fashionable ski outfit with a matching helmet and goggles. For equipment she wore expert boots that had been customized with orthotics and carried her all-mountain skis with color-coordinated bindings. Arriving at the ski school meeting place, the Supervisor asked a few brief questions. Similar to many women, she downplayed her skills. Scanning her quickly as part of a routine non-verbal assessment, and noticing the matching outfit, the instructor motioned her toward one of the groups. Cheryl wondered: Would his assessment be accurate? It wasn't! The result? An unhappy student!

From university classrooms to mountain lessons a multitude of issues impact interpersonal assessments. In conducting assessments, Consulting Psychologists often speak of KSAO's: Knowledge, Skills, Abilities, and Other Ingredients. More commonly, though, people construct initial impressions based largely on appearance.

Stop. Write down the first 5 things you notice when first meeting someone of the same sex. Done? Now write the first 5 things you notice when meeting someone of the opposite sex. Interested in comparing your answers with what psychologists have learned from their research? The answers follow:

When first meeting a man, women largely notice (in decreasing order) 1) dress, 2) eyes, 3) build, 4) face, and 5) smile. When meeting a woman, men typically notice: 1) figure, 2) face, 3) dress, 4) smile, and 5) eyes. Does it change for the same sex? Yes! When first meeting another woman, women typically notice 1) dress, 2) hair, 3) face, 4) smile, and 5) figure. When meeting another man, men typically notice 1) dress, 2) face, 3) smile, 4) build, and 5) eyes.

The point? Men and women see each other differently!

How would you have assessed that ski school student? Have you ever been surprised by the disparity between the way a ski instructor or PSIA-AASI Examiner looks on versus off the mountain? Does off-mountain appearance always suggest strong skiing skills?

Most initial impressions are based on appearance.

Men looking at women typically scan figure followed by facial features. Women looking at men typically scan dress and subsequently eyes. When Cheryl arrived at the ski school it was not surprising that the Supervisor did NOT complete an accurate appraisal. Her figure, face, and dress guided the initial evaluation. Later, the instructor was amazed by her speed.

Stereotypes impact decisions: Cheryl lost a precious ski day.

Because our culture values attractiveness, being attractive is often a highly important facet for evaluating women. Thankfully, a person need not be attractive to have a rewarding life, nor to ski well. At the same time, women who value attractiveness and who dress attractively may not be evaluated accurately.

Face facts. Many people including ski pros allow physical appearance to tinge evaluative skills. Do you look at students stereotypically? Have you allowed gender stereotypes to guide your impressions? Do you possess facets of implicit bias?

Stereotypes

Males and females differ. In general, widely held beliefs are referred to as stereotypes. Of course, you should know, similarity in gender stereotypes has been found across countries.

In all fairness, students can benefit from instructors who appreciate that stereotypes impact expectations. Remember Cheryl? Following Cheryl's unsatisfying lesson, she explored women's clinics, as well as private lessons. Ultimately, she has experienced both skillful and less skillful instructors. The former is one reason she feels many advanced skiers avoid lessons. Her experience provided a lost opportunity to learn and diminished her enjoyment of the sport.

The best pros must look beyond implicit biases.

Obviously, moving beyond stereotypes is not easy. College students, for example, have continually reported strings of characteristics typically associated with gender.

Typical stereotypes associated with each gender follow:

Male Stereotypes

Active
Adventurous
Aggressive
Competitive
Independent

Mechanical
Outspoken
Dominant
Self-Confident
Persistent

Female Stereotypes

Aware
Considerate
Cries Easily
Emotional
Interdependent
Understanding
Excitable
Kind
Sensitive
Gentle

Particularly critical, the research literature has indicated that women DON'T conform to peer standards unless there is group pressure. Which means that while traditional beliefs suggest women are more conforming than men, the research has revealed that women do not conform any more than men UNLESS there is peer pressure.

Our job, partially, is to break down stereotypes to maximize teaching.

Putting this together, similarities between men and women outweigh psychological differences. In fact, minor gender differences are actually exaggerated by social roles that both men and women occupy. As example, women may be more nurturing because they assume nurturing roles. And men may seem more independent because they assume more independent roles. Honestly, individuals construct individual realities based on societal expectations, conditioning, AND self-socialization.

Distinctions of nature and nurture are blurring.

Considerations For Ski Teaching

Stereotypes fuel expectations. Early writers in the feminist movement detailed numerous problems associated with stereotypes. Looking at women, for example, younger women continue to demonstrate lower aspirations than men. In fact, the discrepancy between women's abilities and achievement can be described as the ability-achievement gap. At the same time, men can feel societal pressure to behave in ways which do not meet personal expectations or even expectations that they don't realize they have.

Both genders suffer from stereotypes and compel individuals to act and react in narrow and restrictive ways. Today, traditional gender roles no longer make sense economically and modern ski equipment has also rendered distinctions generally obsolete.

What can be done to enhance and diminish the gender gap? First, we all need to begin to dispel myths and understand how stereotypes limit options. Do you think you are aware of gender distinctions? Answer these questions:

A Brief Test on Gender [Answer True or False]

1. Women, more than men, discuss nonpersonal issues with friends.
2. Women, more than men, talk more in mixed groups.
3. Men, more than women, ask for help.
4. Men, more than women, start relational confrontations.

The answers? All are false!

Do you accurately gauge gender queries? More importantly, are you open to changing and expanding YOUR world view? Honestly, men and women are constrained by stereotypes. For our students this can sometimes mean we underestimate skills in women, by “guessing” skills through dress and appearance, and it means we may overestimate male skills because of dress or because of societal stereotypes which may reinforce boasting and independence. If we look beyond the stereotypes, we can help create a better and more productive learning environment for everyone.

Conclusions

Gender based differences present a challenge for society, and for ski teachers. Men and women presently engage in a conversation of frustration: people continually misread the other gender. Of course, people often misread differences. And people often do not understand that there are simply different ways to talk, listen, and evaluate people.

This article began with a brief look at one skier, Cheryl. Like many skiers, gender stereotypes guided her instructor’s assessment. It happens. This happened for Cheryl, and it led to a less than ideal learning experience. Socialization and gender stereotypes dramatically shape and impact the way men and women perceive each other. Fundamentally, this article examined the ways men see women, and women see men. More than this, it emphasized the fact that stereotypes limit options and learning opportunities.

As professional snowsports teachers the challenge is to look beyond stereotypes. The challenge is to recognize and address implicit biases involving gender. The best teachers, I think, have always done that. The challenge, now, is to move further. Where do you stand? Are you continually engaging in self-reflective teaching to refine your understanding of

your own biases? Hopefully, we are all engaged in this learning process. ⚡

Moguls and Mountain Biking, the Value of Crossover Training

By Christa Ross

PSIA-E Alpine Development Team
Seven Springs, PA

For many of us, when the snow melts, we trade our skis for another sport. I take to the singletrack on my mountain bike. But even in the dirt, I see moguls stretched out in front of me on the trail, and I find myself considering the similarities between my winter and summer sports because so many of the movements and concepts I use on the bike are the same ones I call on when I ski.

For example, when I encounter a rocky section of the trail, I stand up on the pedals. This higher position prepares me to address the increase in pressure created by contact with an approaching rock or root. In some situations, if the feature is big, I actively pull or push on the bike in anticipation of the impact. In other cases, I soften my legs to allow the bike to come up underneath me, which dissipates the impact and keeps me from getting tossed. I’m regulating the pressure created by bike/ground interaction. Sound familiar? It certainly should. The action of actively pulling my feet back and pushing them forward, or softening my legs and letting the ground rise underneath me is the same way I would describe how I regulate ski/snow interaction in the winter. On the bike, I prepare by changing from a sitting position to a standing position which turns my legs into shock absorbers and gives the bike the ability to move. For the same reason, we encourage skiers to extend their legs on the back of a mogul so that they can allow their legs to flex as they arrive at the next mogul. This is just one illustration of how a skiing fundamental crosses over to mountain biking. Regularly I take the movements developed on my bike during the off-season and play with them in my skiing.

But the similarities are not just with the movements. They also extend to tactics and attitude. Students often struggle to see the line at the top of a mogul field. Rather than looking for a specific line, consider it as a puzzle to solve as you go. Whether a mogul field or a rocky trail, I use my prior experiences to guide me. As I move along, my mind is

flipping through questions: “Will that rock slow my pace so much that it will toss me forward?” “Do I need to adjust my center of mass to address the change of pitch?” “Do I have enough speed to clear the upcoming feature?” “Is my body in the right position to prevent me from losing traction?” These thoughts of how I need to prepare and adjust on the bike are almost the same ones I have in the bumps. And like when I am on skis, the best performance is when the answers come instantly and subconsciously because of a combination of experience, repetition, and muscle memory.

When we reach this moment, we can start to let go of the specific tactics and allow the common denominator of flow and commitment to take over. Every sport requires these to achieve optimal performance. In a rock garden, a rider must always keep moving forward. Giving up momentum and power breaks the flow and can result in an instantaneous deceleration. In skiing, we also need continuous motion in every phase of the turn. When we watch a great skier, we see them capture the energy from the last turn and seamlessly transition to the new one. In any sport, finding that moment when you are entirely committed, moving into the future, and where you can intuitively feel the ground, the ball, or air around you are what takes performance from average to exceptional.

How wonderful is it then that we can train to get all these experiences year-round, not just the part we spend on snow? Whether the sameness between sports is in our movements, tactics, or attitude, we can use an understanding of how things work in an entirely different sport to give us a new way of considering how we ski. As long-time skiers, we fall into the trap of having habitual movement patterns and mental images ingrained into our psyche. Mixing it up and using the feelings and visualizations from another activity give us a new perspective that we might miss when we rely on only one frame of reference.

Horseback riders strive to move with their horse. Golfers work on a smooth transition in their swing. Skateboarders commit to their trick as they head towards a curb. Every sport has something to teach us. This off-season, when you are pursuing your other activities, look for the similarities, and then consider how you can use crossover sensations and ideas to help yourself and your students get better results on snow. ⚡

Summer Visit to Mountain Man Bi-skis

By Doug Layman

Alpine Level II, Adaptive Level I
Windham Mountain, NY

From the back porch and delivery deck of Mountain Man bi skis in Bozeman, Montana you can look out to the Northeast over the Story Hills to the Bridger range and Baldy Mountain. As I waited to meet the owners, manufacturers, designers, engineers, packagers and shippers of Mountain Man bi-skis, I recognized bi-ski buckets and foot beds curing outside on the covered deck.



Bob Pavlic and Doug Layman in front of bi-ski buckets

A voice called out to me from inside the shop, Robert “Bob” Pavlic came out to greet me eating a bowl of ice cream. We sat down at the open end of the shop. I introduced myself and told him I was an instructor from the Adaptive Sports Foundation in Windham, NY. He was very familiar with our program. After a few minutes of chatting, I was introduced to Darvin Vandegrift, a self-admitted hippie and partner at Mountain Man. Darvin handles the computer aided machinery, dimension calculations, and physics related design like center of mass. That’s it, just two guys who conceived, design, manufacture, build, and ship Mountain Man bi-skis. I received the full tour of the operation from start to finished product. Some things were over my head but I told Bob that I do know how well his products work and that the bi skis are enjoyed by so many on the snow. Mountain Man is American ingenuity at its finest. They make all the parts to a Mountain Man bi-ski right here in Bozeman. It is assembled

and shipped here with careful thought and detail. The attention to detail is what caught me by surprise and other adaptive instructors that have used a Mountain Man bi-ski can attest to its balance and ability to turn on the snow. I was impressed with details like: the sewn padding is done by Bob, the screws are designed so the threading doesn’t come loose, the angles on the aluminum alloy are hand bent, the articulation unit on the frame came from an idea in Austria. I learned the handle bar has one side slightly longer than the other to ease inserting it into position. The red tabs on the pins are from a hockey skate lace manufacturer in Canada... details! What about the skis, you ask? Bob used to make them but now they are made at Never Summer in Colorado to Bob’s specs. My visit ended with me giving them a few ASF shirts and mugs and a promise to return to the Bozeman area, most likely in the winter during ski season.



Bob shows off his new ASF shirt

I tip my ski helmet to Bob and Darvin whose passion and ingenuity has revolutionized the Adaptive snowsports world and opened up opportunities for our adaptive students. Thank you, Mountain Man.



Bob Pavlic (left) and Darvin Vandegrift (right) pose with Doug Layman (middle) <<

Teachers are Chameleons??

By Edward Coughtry

Alpine Level I, CS 1
Windham Mountain Resort

When I began work as a ski teacher, an older full time ski instructor made it clear to me that he was the best instructor because he was the best skier. There was no question in my mind regarding his skiing talent. But when I watched him teach, it became clear that the claim might not be true. He sometimes had only one or two ways to teach any topic or skill, and he used the same methods with everyone. If those ways didn’t work, he simply repeated them, or moved on (gave up).

In my opinion, the *skill set of teaching* and the *skill set of skiing* have nothing in common. There is no overlap between them. A person might be strong in one skill set or the other. But being strong in one does not automatically make you strong in the other.

I know from my life as a musician and music teacher that the most gifted trumpet player in the band may in fact be the worst trumpet teacher. This is because a gifted performer may not understand why their students can’t do those things that seem so easy. Being the best at skiing may be a liability when it comes to teaching for the same reason.

Why is it that some ski instructors are a ton of fun to spend time with, yet their students don’t seem to gain skills? While other instructors are more effective and their students progress. And, why is it much harder teaching people how to teach, than teaching them how to ski? I’d like to share some thoughts based on my life as a teacher.

I’ve always understood that a capable teacher can teach any subject to any person as long as they understand that subject. A social studies teacher for instance, who is an able teacher, could teach astral-physics, provided they understand astral-physics. They could do that because they understand how to reach people. Once they know the subject fluently, the rest is instinctive. They’re able to explain or demonstrate any idea or skill twenty million different ways. They understand that to connect with Doris, and connect with Jimmy for example, might require more words, or maybe less, different examples, different stories, demonstrations, analogies, or different drawings in the snow. Doris might understand better with one, while Jimmy might understand better with another. The teacher finds what works best. They adjust as they go. Their knowing is intuitive.

If we watch teachers at work in their craft, we notice differences. Their personalities come

through. They use different ways to lead their students to the desired understanding or skill. No teacher's way is THE RIGHT WAY. Yet some ways don't hit the mark and lead to an "a-ha" moment. Why is that?

Here's an idea, I'm pretty sure it's true. Great teachers are chameleons. No, we don't change color like the lizards do. But we do change lingo or the way we speak. We do this according to who we are communicating with. Going back to my story about Doris and Jimmy: a teacher should be able to do "Jimmy-speak," and then seamlessly switch to "Doris-speak." Here's what I mean:

When you meet someone for the first time, you notice how that person communicates. The words and phrases they use? Do they talk a lot, or maybe hardly at all? The skillful teacher notices the kinds of stories the student tells, how they tell them, their body language, the faces they make, and their tone of voice. They notice how the person responds to confusion or when there is a question. The talented teacher will then use these traits as their key to more effective communication. They'll know, without conscious thought, how to lead this person to the desired understanding or skill. They'll know which stories, analogies, or which drawings in the snow will make best sense to that person. They speak "Doris-speak" with Doris, and "Jimmy-speak" with Jimmy.

Warning: this is not mimicry. When we mimic a person, it's usually insulting or demeaning. The goal is never to parrot back, but to communicate with people where they are. Reach them where they are by knowing what they will understand best. It's an intuitive knowing. It's not a list of "if-then" statements that leads you to that knowing. And it's never a "one-size-fits-all" game.

I'd like to end this with some incentive to great teaching. You are the teacher in this group. You are the adult in the room. You are the one they've paid a lot of money in hopes of gaining skill and knowledge. Make it fun for them. Be exciting and dynamic, and showoff a little when it's time to bring excitement. And remember it's not your student's responsibility to figure out YOUR language, or what your stories mean, or figure out what your demo was supposed to show. At the end of the lesson, I hope you never find yourself saying, "...gosh that one kid, he just never understood me." Your student may not be the one who failed.

We've all had students come to our lesson groups who are not interested. We've taught the youngster who was dumped in ski school. These students don't have "la gana", or "the desire" to ski. But YOU ARE THE EXPERT, you can give it to them. We know this is true. Just watch a kindergarten teacher charm 25 distracted children into a new activity and see how effortlessly we can capture attention and give people desire.

Teaching is complicated. It's intuitive. But if we listen and observe, we can learn how to communicate with each student. We can be a chameleon; do "Jimmy-speak" and "Doris-speak." Meet them where they are with words, signs, stories, demos, etc. that are meaningful to them. Trust your intuition, it's the best thing you have. Allow it to grow. There are twenty million different ways to express or demonstrate what you want them to know or do. So be the chameleon and try another. <<

What is a Mentor, a Broad View

By Mike Racz

Alpine Level III

Stratton Mountain Resort, VT

I recently read about NextCore's "Next Steps" Mentorship program. One of the comments had to do with the age of the participants in a mentoring relationship. I found this whole discussion very thought provoking. Does the Mentor need to be older? Does the mentoring relationship need to be formal? Do the participants even need to label the relationship? Ummm...

I have a quick story to tell, and the reader can decide if the relationship described is one of Mentor/Mentee nature. During the winter of 2019 I had numerous conversations with a young colleague in the Mountain Sports School here at Stratton about the joys of mountain biking. I had not done any riding since my NORBA racing days in the eighties and nineties. His passion for the sport was infectious and by the end of the winter, and with his help, I started researching mountain bikes.



In June of 2019 I pulled the trigger on a "state of the art" full suspension trail bike. It was a direct-to-consumer brand and the bike arrived exactly one day after my first Achilles' tendon surgery (ouch). In previous submissions to this publication, I've spoken about tearing my Achilles' tendon waterskiing. So let it suffice to say that after three surgeries, a copious amount of drugs, and the loss of my job, I was about as low as I'd ever been.

By the spring of 2020 I was able to squeeze my foot into a ski boot and do some skiing. And by the end of the season, I had even skinned halfway up

the mountain several times. It was quite painful, but the hours of hard work and PT were starting to pay dividends. Almost every time I went up to the mountain I stopped by my buddy's office and talked about a wide array of topics including mountain biking.

Almost a full year after my first surgery, I attempted to mountain bike; wow was it ugly. My conditioning was nonexistent, and I seriously challenged the saying "it's like riding a bike." However, I persevered and I soon took a stab at riding the Stratton downhill trails during the week when the park was closed. All week I rode the trails. On the weekends I rode the park with my buddy. The lift rides were almost as enjoyable as the ride down. We talked a lot about biking, politics, and the upcoming winter.

It was his opinion that with all that was going on including COVID, that I should take the winter off. It was the first winter in 50 years that I just free skied. And my buddy was right; it WAS glorious. I continued to visit his office throughout the winter. It seems I was unable to totally disconnect from the snowsports school.



In the spring of 2021, I accepted a job teaching mountain biking. For the first time in a couple of years I started feeling like the "old mike." After riding every day for the whole summer, I became so plugged into the whole scene that my buddy suggested I might want to help out the MTB team at the local high school. I am now coaching the high school JV team.

In conclusion, I want to say that someone who shares their passion, gives honest feedback, and in doing so helps guide another individual(s) is indeed providing "mentorship" (whether they know it or not). In the situation I'm alluding to in the article, I doubt Tony Bailey (who happens to be exactly half my age) has ever given any thought to the positive influence he's had on my life. Thanks Coach... And for those of you who are in a position to be a positive influence for someone else, the impact you make might be more important than you'll ever know. <<



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